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# An Outline of Progressive Lessons

IN

## Composition, Language, and Spelling

FOR THE

### THIRD GRADE



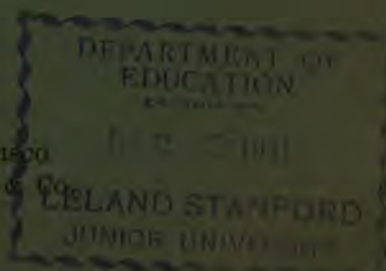
BY

ANNA M. WIEBALK

Formerly Supervisor of Composition and Literature  
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ANNA M. WIEBALK

## ACKNOWLEDGMENTS.

A number of the compositions in these texts are paraphrases of poems and adaptations of stories from various sources. The author hereby expresses acknowledgment of these poems and sources.

### THIRD GRADE TEXT.

Adaptations from Aesop's Fables: Lessons 36, 55, 82, and 107. Paraphrases of poems: Lesson 29, The Rainbow from Cooley's Language Book; Lesson 34, A Pansy with Wings by Eben E. Rexford; Lesson 50, The Barefoot Boy by J. G. Whittier; Lesson 54, A Little Plant by M. J. Savage; Lesson 117, The October Party. Adaptation of material found in Type Lessons in Nature Study and Related Literature by Anna McGovern: Lessons 63, 96, 99, and 121.

To Miss Ethel Smith, Assistant Supervisor of Spelling, Language, and Composition in The Primary Department of the State Normal School at San Francisco, I wish to express acknowledgment of invaluable assistance rendered in the writing of compositions and in other phases of the work necessary to the preparation of these texts.

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Finally, to any of the student teachers of the State Normal School at San Francisco and others who may have contributed something to the making of these texts, I hereby extend my sincere thanks.

ANNA M. WIEBALK.

San Francisco, California.



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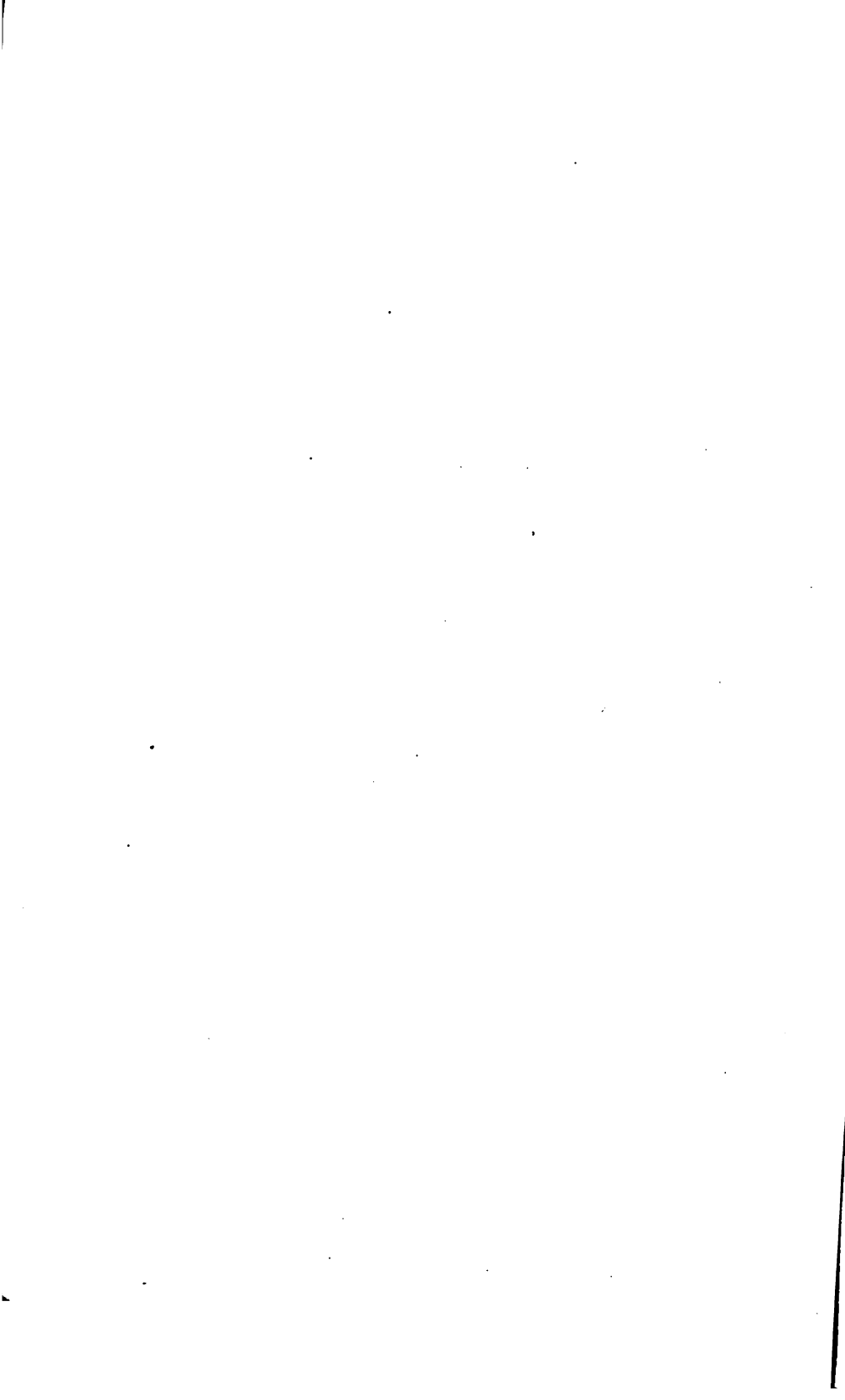
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## THIRD GRADE TEXT

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# METHODS

— IN —

## Composition, Language, and Spelling

— FOR THE —

### THIRD GRADE

#### Success of the Methods Presented.

The methods in composition, language, and spelling for the third and fourth grades offered in this preface are the result of several years of supervision of the work in the Elementary Department of the State Normal School at San Francisco. The success of the methods presented justifies the confidence with which the texts are sent forth. The eagerness with which teachers have received the methods at various institutes at which they have been presented and their reported success, when they have been faithfully tried, give further assurance of their merit from the standpoint of application to the common needs of the public schools, graded and ungraded.

#### The Formation of Correct Habits of Written Expression.

The main object of written composition in the primary grades should be to form correct habits of written expression. This can be done to a great extent in the third and fourth school years, and thus pave the way for the original work in the grammar grades. However, the methods proposed do not overlook those primary children who are capable of doing original work. This original work in the third grades in particular should be individual, not general. The leading purpose, then, in the methods presented herewith is to train beginners in composition to use correct language and to spell, capitalize, and punctuate properly what they write. This may seem cold, lifeless, and mechanical, but for the composition work, topics of interest to children should be chosen.

#### Content Embracing Interests of Childlife.

In providing material for the texts the following topics of interest to young children, animals and toys, home and school, work and play, holidays and vacation days, nature and the seasons have offered a wide range and a happy variety.

## **Adaptations From Literature.**

Many of the compositions are adaptations from literature written to conform to the spelling and language requirements of the third and fourth grades respectively.

### **Notice!**

A special feature of the texts is the provision of holiday compositions and notes written to include only the language requirements of the third and fourth grades respectively.

### **Imitation, the Best Method for Young Children.**

In primary grades imitation, that most primitive of all educational methods, must be the teacher's constant handmaiden. This is good pedagogy for the teacher of composition and language in these grades and, if so, it is incumbent upon her to provide the models for imitation, which models constitute the main portion of the texts.

### **Two Principles of the Constructive Work of the Texts.**

In supplying models for the written composition work of the primary grades, the following important principles have been kept in mind:

1. To use only such words and language forms as the children are familiar with and can write easily and correctly.
2. To make the work progressive and cumulative by gradually increasing the length of the compositions, by adding new words and language forms, and by giving constant review of the old words and language elements.

It must be apparent at once that to control the written vocabulary of the child and his use of language forms, for this reason also, it is incumbent upon the teacher to supply the composition models. And since the child's oral vocabulary and power of expression are beyond his written efforts, for this third reason, original work in these early stages is generally out of the question.

### **The Basis of Supply.**

The basis of supply for the words and language forms with which to write the compositions for beginners was found in the readers, spelling lists, and written language lessons of the first and second grades, this to insure the use of simple and familiar words and language forms and to guard against the introduction of difficult and unfamiliar ones. New words and language elements were added as drill upon them insured ready use of the same. In choosing and arranging these, the fact of the wide differentiation between the oral and written expression of the child of the primary grades was always kept in mind.

## METHODS FOR ADVANCED WORK.

### Preparation Drill.

With each lesson is given such preparation drill in spelling and language forms as shall insure satisfactory results. The difficult words are arranged singly and in groups. Homonyms, especially, are given in phrases or groups of words, e. g., *to run*, *two boys*, and *too much*. This method makes definition drill and their use in sentences almost unnecessary. The language drill is upon forms newly introduced and upon old ones by way of review.

### Four Pedagogical Steps.

The following order of lessons is followed and offered as the one that experience has proven will bring the best results:

1. Copy of the composition.
2. Dictation of the same.
3. Reproduction of the same.
4. Original work on a related subject.

These should be given in turn as the children are ready for them.

#### Copy.

In the low third grade, where the composition work is first introduced, the children should be kept at copy work until they have mastered the new elements that enter into composition, namely: The title, indentation of the paragraph, and the succession of sentences. In the more advanced classes copy work should always be the first step after the preparation drill.

#### Dictation.

Dictation follows naturally as the next step. A dictation lesson may be a very pleasant exercise or it may be very unpleasant, all depending upon the teacher's success in keeping the class together. The following directions for a dictation lesson are offered:

a. Use the following commands:—Attention! Repeat! Write!

b. Dictate heading and title.

c. Next read the entire composition through with marked falling inflection and pause at the end of every sentence. Have children count the sentences. This keeps the sentence unit before their minds. (The number of sentences in each composition is given in the index for the third grade text.)

d. Read one sentence at a time. Then divide it into easy and natural groups of three or more words each, e. g.: *Mary and Jane played in the yard/all morning*. After reading each group of words, give the command, "Repeat!" The children repeat in unison. Quickly follow with the command, "Write!"

e. As a rule do not answer any questions during a dicta-

tion exercise. And do not announce the beginning of a sentence. Let the children determine that for themselves.

f. After about six months on these two methods of copy and dictation, reproduction may be attempted as a third step; in some classes, however, before; with certain individual pupils, before.

### **Reproduction.**

The following are directions for a reproduction lesson:

a. Read the composition through once and ask the children to count the sentences.

b. Give drill upon any words or language forms generally missed in the dictation lesson.

c. Have class follow suggestive words and phrases or questions, which should be on the board. These should be read aloud by the teacher, as she points to them.

d. As the children advance in the work, in case of easy lessons, omit the dictation exercise.

### **Original Work.**

For individuals who finish ahead of the class, questions are provided for original compositions on related subjects. These questions call for the use of many of the same words and language forms used in the composition to which related. In the high fourth grade this original work should become a regular class exercise.

Children should write the words, "Copy," "Dictation," "Reproduction," "Original," respectively, in the middle of the line next to the title line and place parenthesis marks around them. In looking over a child's folders, it is essential to know whether the lesson is a copy, dictation, reproduction or an original to judge the work aright. There should be a different standard for each kind of work. The page of the record book should be divided into sections for different kinds of work: Copy, Dictation, Reproduction, and Original, respectively.

### **Correction of Papers by the Teacher.**

One of the bugbears of composition and one of the unsuccessful features in the handling of it is the usual method of correction of papers. This is generally done by the teacher with great weariness and discouragement and little good to the pupils. I take pleasure in presenting a method of correction of errors, which greatly minimizes the work of the teacher by throwing the burden of it largely upon the pupils and at the same time making it more effective. The task of finding and correcting the errors resolves itself into a game, which rarely seems to lose its interest.

### **Detection and Correction of Errors by Pupils.**

Before correcting the papers, they should be returned to the owners to find and correct errors. Children will detect

errors more readily in looking over their papers a day or two later than immediately after writing them. The errors corrected should not be marked against the pupils.

### Simple Methods of Correction.

To assist the child to correct neatly such mistakes as he may discover by himself, some blackboard drill should be given in the following simple methods of correcting errors: Slanting line through mistake in capitalization, single line through wrong word, and caret for omitted letter and word.

### Methods to Avoid.

- a. Avoid writing immediately over wrong letter or word.
- b. Avoid the use of the parenthesis marks for correction of errors.

### Language Requirements.

The teacher should list the language requirements for the class and hold the children responsible for only those language forms upon which the pupils have had sufficient drill to make their use in composition not a test but merely an application.

(The language requirements for the third and fourth grades, respectively, are carefully listed with each text in the order in which they are introduced into the composition work.)

### Marking the Papers.

In the upper left hand corner, close to the margin, the children should put the following letters in a column:—L. E. W.

L. stands for lines and should be followed by the number written. These can be most quickly counted by subtraction, as follows: Know the number of lines on each side of the regular composition paper and subtract the number of unused lines.

E. stands for errors and should be followed by the sum of those indicated in the margin only, omitting those in circles.

W. stands for writing and the mark should take account of neatness and form.

### Average Ratio.

To the right of a brace, including L. and E., should be written the average ratio of errors to lines, found by dividing the number of lines by the number of errors. This should be judged excellent, good or unsatisfactory, according to the standard of the class or division. The lowest standard to begin with is the following:

1 error to 1 line—Unsatisfactory

1 error to 3 lines—Excellent

Everything between unsatisfactory and excellent is good. The work and the standard should always be so adjusted to the class that the majority will receive "Good."

## **Indication of Errors.**

Mistakes should not be corrected. They should simply be indicated in the margin by 1's on the line in which they occur. Repetition of the same mistake should be indicated in a circle.

If a mistake is made which the teacher does not wish to mark against the child, and it seems best to call his attention to it, let it be indicated or corrected in the body of the composition. Otherwise let it be overlooked. A number should not be put in the margin for it.

## **Common Errors.**

It is well, if not necessary, to precede a regular lesson in correction of errors by one in common errors. The following scheme is offered:

a. After three or four compositions have been written, or better, while marking the papers, select sentences with common errors.

b. Write incorrect sentences on the board.

c. Correct with colored chalk, preferably yellow, exactly as the children will be required to correct mistakes upon their papers.

d. The teacher should correct the first three or four errors, after the children have named them and given the correct form.

e. Then let pupils correct with the yellow chalk, always naming the mistake and the right form before going to the board.

## **Folders.**

After the children have written three or four papers, they should be given half-sheets of foolscap, the same size as their papers, for folders. These folders facilitate the work of correction of errors by the children, which is the most fruitful feature of the composition methods presented in this preface.

### **Correction of Papers in Folders by the Pupils.**

A board lesson in correction of common errors should be followed by correction of papers in folders. The following instructions should be given to the children:

a. All corrections must be made in ink.

b. Use very little ink.

c. Blot your paper very carefully every time you make a correction. (To insure this give a blotter drill, as follows: Place blotter with the right hand, hold with the left, and rub with the right.)

d. Look for as many errors in a line as are indicated in the margin.

e. After looking carefully twice, if you cannot find the error, put a question mark in the margin beside the number.

(This breaks up the habit of raising hands for immediate help and saves the teacher's time in giving individual help. The

teacher should never point out the child's mistake, until she sees by leading questions that he is unable to find it himself.)

The re-writing of misspelled words five or ten times each at the end of the paper usually results in carelessness both in spelling and writing. It does not seem profitable either in the third and fourth grades to have children correct or re-write poor papers. It may be advisable, however, to give the same lesson over.

When pupils have corrected their papers, they should put their initials on the last line of each paper. These should be collected at the close of the lesson. The children should not be expected to find and correct all errors. Fifty per cent. to begin with is satisfactory. Perhaps the most important end accomplished by this practice is the habit of careful perusal by the children of what they have written.

### Divisions.

After the first week's work, the class should be ranked according to average ratios and divisions formed. These are advised because of the unequal grading common to most large classes in our public schools.

The class should work in divisions, one-half or two-thirds doing copy, reproduction or original work, while the others take dictation or have a lesson in correction of errors.

### Improvement Sheet.

There is usually too much comparison of one pupil with another, which is unjust and not helpful. But if the child of to-day is compared with the child of yesterday, that comparison is just and scientific.

An improvement sheet should be kept. On it the children should be grouped, as follows: Excellent—Good—Unsatisfactory, according to the standard of the class or division, which standard should be at the head of the sheet. Besides a column for the names, there should be a smaller column for the average ratio of each child and one for improvement marks. Whenever a child receives an average ratio higher than the one on the sheet, he should receive an improvement mark.

### To Grammar Grade Teachers.

The foregoing methods for correction of errors by the pupils are especially recommended to teachers of grammar grade classes, where inaccuracy in the mechanics of composition seems to be the greatest problem.

ANNA M. WIEBALK.

San Francisco, California.





# Language Elements and Word Groups

— IN THE —

## THIRD GRADE TEXT

### Language Requirements for the Third Grade.

1. Composition idea: Succession of sentences.
2. Title of a composition: Capitalization and punctuation.
3. Sentence that tells something: Capitalization and punctuation.
4. Margin.
5. I.
6. Names of the days of the week.
7. Names of persons.
8. The question and question mark.
9. Names of animals.
10. Numbers by words.
11. Names of the seasons.
12. Names of the months.
13. Dates.
14. Titles with and without capitals.
15. Mr. and Mrs.
16. Expressions of time.
17. 1st to 12th expressed in numbers and words.
18. Abbreviations of the months of the years.
19. Names of holidays.
20. Notes and letters.
21. Exclamation mark.

### Statements to Learn for the Third Grade.

1. The first and the important words of a title begin with capital letters.
2. A title ends with a period.
3. The first word of a sentence begins with a capital letter.
4. A sentence that tells something ends with a period.
5. The first line of a composition has a wider margin than the others.
6. I alone means a person.
7. The name of a day of the week begins with a capital letter.
8. The name of a person begins with a capital letter.
9. A sentence that asks something ends with a question mark.
10. *T-w-o* is a number.
11. The name of an animal begins with a capital letter.
12. *Here* means in this place. *There* means in that place.
13. *Their* tells whose.

14. The names of the seasons do not begin with capitals.
15. The name of a month begins with a capital letter.
16. The title before a name is written with a capital.
17. An abbreviation is followed by a period.
18. *O'clock* with a number tells the time of day.
19. The name of a holiday begins with a capital letter.
20. The parts of a letter are the heading, beginning, body, and ending.
21. An exclamation mark is used after an exclamation.

### Spelling Groups From the Third Grade Text.

<i>to school</i>	<i>raise his hand</i>	<i>very soon</i>
<i>she knows</i>	<i>for supper</i>	<i>to sew</i>
<i>to drink</i>	<i>ran off</i>	<i>dear mother</i>
<i>in the sun</i>	<i>are eight</i>	<i>would be</i>
<i>here it sang</i>	<i>read books</i>	<i>of course</i>
<i>they live</i>	<i>blue violets</i>	<i>once upon a time</i>
<i>there are</i>	<i>red roses</i>	<i>led the way</i>
<i>some books</i>	<i>pine tree</i>	<i>laid an egg</i>
<i>two boys</i>	<i>wind blew</i>	<i>no way</i>
<i>our dog</i>	<i>found him</i>	<i>mother heard</i>
<i>are going to</i>	<i>on the road</i>	<i>fond of him</i>
<i>by the stove</i>	<i>new flag</i>	<i>could hear</i>
<i>to be</i>	<i>to meet</i>	<i>what hour</i>
<i>fur coat</i>	<i>her hair</i>	<i>half past three</i>
<i>I threw</i>	<i>they write</i>	<i>whole days</i>
<i>they ate</i>	<i>read yesterday</i>	<i>a hole</i>
<i>every one</i>	<i>to earn</i>	<i>where were you</i>
<i>own pets</i>	<i>have to</i>	<i>beautiful paws</i>
<i>every week</i>	<i>great numbers</i>	<i>fourth month</i>
<i>to the beach</i>	<i>clouds sail</i>	<i>just now</i>
<i>here and there</i>	<i>big sails</i>	<i>to buy</i>
<i>a piece</i>	<i>the sea</i>	<i>lay sleeping</i>
<i>of meat</i>	<i>wore dresses</i>	<i>tame bear</i>
<i>four birds</i>	<i>plain dresses</i>	<i>the wood</i>
<i>their uncle</i>	<i>by and by</i>	<i>have worn</i>
<i>no friends</i>	<i>one by one</i>	<i>bare trees</i>
<i>off my desk</i>	<i>passed through</i>	<i>I rode</i>

## \*AN OUTLINE OF PROGRESSIVE LESSONS IN COMPOSITION, LANGUAGE, AND SPELLING FOR THE THIRD GRADE.

### LESSON I.

*Purpose:* To introduce the composition idea and to write sentences in succession.

Today we are going to begin to write short stories. We shall call these stories compositions. First we are going to tell some stories to one another. John, tell me a short story about your dog. Tell me two things. I shall count the sentences. (This keeps the sentence unit before the child's mind.) Tom, you tell me a story about a dog. Tell me three things. Everybody count the sentences. Mary, tell me a story about a dog. Tell four things. Let us all count the sentences. Now listen to my story. (Teacher gives aloud the sentences of Lesson 1, while the children count.) Now I am going to write my story on the board. (Teacher writes first sentence. She then explains that one sentence follows the other on the same line, if there is room. She writes second sentence.) Now who can tell me where to write the third sentence? Shall I write it on the same line or on a new line? (She writes the third sentence.)

### LESSON II.

*Purpose:* To teach how to write the title.

- a. Position of title on line.
- b. Capitalization and punctuation.

Open your readers to the first story and tell me where you find the name of the story. Is it to the left or the right of the page? (Children answer, "In the middle of the page.") Find the second story. Where do you find the name of the story printed? The name of the third story? I am going to give you a new word for the name of the story. It is *title*. What is the title of the fourth story in your readers? Of the fifth story? Where is it written? What is the title of our story on the board? How does *My* begin?

*Statement:* The first word of a title always begins with a capital letter.

(Teacher writes a list of two-word titles on the board. Children make statements about the capitalization of the first word of each.)

Look at the title again. How does *Dog* begin?

*Statement:* When a title has only two words, both begin with capital letters.

What mark after every title?

*Statement:* A title ends with a period.

Drill upon punctuation of titles listed until statement is familiar.

---

\*First six lessons for the teacher only.

### LESSON III.

Review of capitalization and punctuation of title. Board drill upon writing of two-word titles.

### LESSON IV.

*Purpose:* To teach that a sentence begins with a capital letter.

Copy composition about *My Dog* on the board. Read the first sentence aloud. Make statement about capitalization of *My* and give reason.

*Statement:* The first word of a sentence begins with a capital letter.

Have children repeat in concert and individually until the statement is familiar. Go through the same drill with the first word of each of the next two sentences. If time permits, find the first word of each of a number of sentences in readers and continue drill.

### LESSON V.

*Purpose:* To teach that a sentence that tells something ends with a period.

Copy composition about *My Dog* on the board. Read each sentence and ask how it ends.

*Statement:* A sentence that tells something ends with a period.

Continue drill from readers. Review capitalization of title and sentence.

### LESSON VI.

*Purpose:* To teach margin and wider margin for first line.

Take out your readers. You notice that the printing does not begin close to the edge of the page or the middle of the book. Who knows what to call that space? Look at more pages. (By skilful questioning get free and easy use of the word *margin*.)

Next show some model composition papers from a higher class. Let children find margin on the left side. Then point out the wider margin for the first line of a composition than for the others.

Demonstrate upon the board. Let two vertical lines from top to bottom of board stand for edges of paper. Write title. For wider margin for first line use width of two hands. For margin of other lines use width of one hand.

Review capitalization and punctuation of title and sentence.

# LESSONS IN COMPOSITION, LANGUAGE, AND SPELL- ING FOR THE THIRD GRADE.

## LESSON 1.

Copy this composition.

### My Dog.

My dog is large and strong. He takes care of me. We take long walks together.

## LESSON 2.

Copy this composition.

### My Bird.

My bird has pretty yellow feathers. It sings every morning. It likes to be out in the sun.

## LESSON 3.

Copy this composition.

### A Garden.

My sister has a little garden. It is all her own. She plants seeds in it. She waters it every day.

## LESSON 4.

Copy.

### My Cat.

Tabby is my pet cat. She is all gray. She likes to sit by the stove or in the sun. She purrs when I rub her fur. She keeps her coat nice and clean.

## LESSON 5.

Copy this composition and put word *Copy* on next line just below the title as printed.

### Our Horse.

(Copy.)

Our horse helps father all day long. At night he puts her in the stable. He feeds her oats and hay. Sometimes we go out for a drive.

## LESSON 6.

### My Backyard.

(Copy.)

I like to play in my backyard. It has a swing. My little friends come to see me after school. We have merry times together.

What is the first word in the first sentence?

Learn.

I alone means a person.

## LESSON 7.

## Our Tree.

(Copy.)

There is one tree in our garden. Every year some little birds build a nest in it. I like to watch the baby birds being fed. They grow very fast.

## LESSON 8.

Fill in the blanks with I.

.... like to play.  
 .... like to run.  
 .... like to swing.  
 .... like to jump.  
 .... like to go to school.

.... did my work.  
 .... wrote my lesson.  
 .... threw a ball.  
 .... ate an apple.  
 .... saw a baby.

## LESSON 9.

Read the first sentence of Lesson 7. How many does this sentence with *there is* tell about? (It tells about one thing.)

Read these sentences.

There is a bird in a cage.  
 There is a cat under the stove.  
 There is one horse in the stable.  
 There is a swing in my yard.  
 There is one tree in our garden.

How many does each sentence with *there is* tell about?

Change *there is* in the above sentences to *there was*. How many does each sentence with *there was* tell about?

## LESSON 10.

## The Park.

(Copy.)

We live near a park. We go there every Saturday. We play on the swings. We ride on the donkeys. We have fun all the day long.

What is the title of this composition? How do the words begin? What is the first word in the first sentence? Tell how it begins. Tell how all the other sentences begin. How does Saturday begin?

Learn.

The name of a day of the week begins with a capital letter.

**LESSON 11.****Copy these sentences.**

I go to school on Monday.  
 I go to school on Friday.  
 I do not go to school on Saturday.  
 I play all day long on Saturday.  
 I do not go to school on Sunday.  
 I go to church on Sunday.

How does Monday begin? Why? Tell how Friday begins and why? Saturday? Sunday? What does *I* alone mean?

**LESSON 12.****Copy these sentences.**

I go to school on Tuesday.  
 I go to school on Wednesday.  
 I go to school on Thursday.

Find the names of three days of the week in these sentences. Tell how each begins. Tell why. Name all the days of the week.

**LESSON 13.**

Name the days of the week beginning with Monday. Tell how the name of a day of the week begins. How do the two words in a title begin? What mark after a title? How does a sentence begin? How does a sentence that tells something end? What is the difference between the margin of the first line of a composition and the margin of the other lines? (It is wider.) What does *I* alone mean?

**LESSON 14.****Little Grace.****(Copy.)**

Little Grace does not go to school. She is only five years old. She has a book and she knows her letters. She can count up to ten. Grace is glad when Saturday comes. Tom is home on Saturday and on Sunday.

**Spelling Words**

Grace	only	knows	letters
count	Saturday	Tom	Sunday

**Spelling Group***to school***Language**

Find the name of a day of the week. How does it begin? Find another. How does it begin? Find the name of a girl. How does it begin? Find the name of a boy. How does it begin?

**Learn.**

The name of a person begins with a capital letter.



**LESSON 15.****Pronounce group. Study to.**

to school	to the house	to the store	to the barn
to the stable	to the tree	to the fence	to the gate

**LESSON 16.****The Canary.****(Copy.)**

Mary had a pet canary. She kept it in a pretty cage. It was very tame. Every morning Mary fed her bird. She gave it fresh water to drink. Then she hung it out of doors in the sun. Here it sang sweet songs. Mary always took her bird inside at night.

**Spelling Words**

Mary	canary	pretty	tame	every
morning	fresh	water	inside	night

**Spelling Groups**

in the <i>sun</i>	<i>here</i> it sang	<i>to</i> drink
-------------------	---------------------	-----------------

**Language**

What is the name of the girl? How does the name begin?

**LESSON 17.****Willie and John.****(Copy.)**

Willie and John are little country boys. Willie is seven years old and John is six. They live on a large farm. On this farm there are many horses and cows. The boys have fun riding the horses. They like to help the men. All have merry times while they work.

**Spelling Words**

country	seven	horses	riding	merry
---------	-------	--------	--------	-------

**Spelling Groups**

<i>they</i> live	<i>there</i> are	<i>to</i> help
------------------	------------------	----------------

**Language**

How many words in the title? Why is *and* written with a small letter. (Because it is not important.)

**Learn.**

**Only the important words in a title begin with capitals.**

Find two name of boys. How do these names begin? How many does the sentence with *there are* tell about?

**LESSON 18.****Willie and John.****(Reproduction.)**

Who are Willie and John? How old are they? Where do they live? What animals are there on the farm? What fun do they have? Do they help some times?

Read the first question. How does it begin? Does it tell something or ask something? How does it end? What does the second sentence do? How does it end? The third sentence?

**Learn.**

A sentence that asks something ends with a question mark.

## LESSON 19.

Copy these sentences. and study for dictation.

1. There are two boys on the farm.
2. There are horses and cows in the field.
3. There are two pets in our family.
4. There are many birds in the tree.
5. There are a few trees in our garden.
6. There are some books on the desk.
7. There are two dolls on the chair.
8. There are many wagons in the streets.
9. There are a few tops in the yard.
10. There are seven days in a week.

**Language**

How many does each sentence with *there are* tell about? Find three sentences with *two*. What is *t-w-o*?

**Learn.**

**T-w-o is a number.**

How many make *two*? (One and one make *two*.) Read the sentences with *few*. How many are *a few*? (*A few* are not many.) Read the sentence with *some*. How many are *some*? (*Some* are not many.) Read the sentences with *many*. How many are *many*? (*Many* are a great number.)

## LESSON 20.

Write the sentences of Lesson XIX and change *there are* to *there were*.

## LESSON 21.

Answer these questions. Begin each answer with *there are*.

1. How many rows of desks are there in the room?
2. How many desks are there in one row?
3. How many children are there in one row?
4. How many buttons are there on your coat?
5. How many books are there on my desk?
6. How many buttons are there on one of your shoes?
7. How many fingers are there on both of your hands?
8. How many toes are there on both of your feet?
9. How many pages are there in your reader?
10. How many pictures are there on the wall?

## LESSON 22.

## Our Pets.

(Copy.)

There are five pets in our family. There is our dog Hero. There is our fat cat Tabby. There is our sweet canary Bob. There is our smart parrot. Polly talks and whistles and sings. Out in the stable you will find our horse Gypsy.

## Spelling Words

family      parrot      whistle      stable

## Spelling Groups

*there are**there is**our dog*

## Language

Tell the name of the dog, the cat, the canary, the parrot, and the horse in this story. How does each begin?

## Learn.

The name of an animal begins with a capital letter.

How many do the sentences with *there is* tell about? How many does the sentence with *there are* tell about?

## LESSON 23.

*our*

## Copy and study for dictation.

- |                              |                                 |
|------------------------------|---------------------------------|
| 1. Whose house? Our house.   | 6. Whose pencils? Our pencils.  |
| 2. Whose school? Our school. | 7. Whose pens? Our pens.        |
| 3. Whose books? Our books.   | 8. Whose hats? Our hats.        |
| 4. Whose paper? Our papers.  | 9. Whose coats? Our coats.      |
| 5. Whose desks? Our desks.   | 10. Whose baskets? Our baskets. |

## LESSON 24.

*are*

## Copy and study for dictation.

1. Are you going home?
2. We are going home.
3. Are you going to school?
4. We are going to school.
5. Are they going on a picnic?
6. They are going on a picnic.
7. Are you going to town?
8. We are going to town.
9. Who are going to the country?
10. We are going to the country.

## LESSON 25.

*are**our*

Copy and study for dictation.

1. These people are going into our garden.
2. These children are going to our school.
3. When are your boys coming to our school?
4. Are you going to move to our town?
5. Are you coming to our house?

## LESSON 26.

Our Pussy.

(Copy.)

Pussy likes to sit by the stove and purr. She likes to be clean. She keeps her fur coat nice and smooth. She likes to see me when I come home from school. Then I give her milk to drink. Pussy would like to get our pet bird. Bob hangs in the cage in the sun. Here he swings and sings. Pussy knows she must not go near him.

Spelling Words

purr

smooth

school

Bob

Spelling Groups

*by the stove**to be**fur coat**to see me**our bird**in the sun**here he sings**pussy knows*

Language

Find the name of an animal. How does it begin?

## LESSON 27.

Pet Birds.

(Copy.)

There is an oaktree in our garden. Two birds built a nest in it last year. I threw crumbs to them every day. They ate them every one. I also gave them water to drink. They would sit in the sun and sing sweet songs early in the morning. I loved these birds as much as my own pets.

Spelling Words

oaktree

built

crumbs

early

morning

Spelling Groups

*there is**our garden**two birds**I threw**they ate*

How many does the sentence with *there is* tell about? What is t-w-o?

## LESSON 28.

*own***Copy and study for dictation.**

1. This is my own ball.
2. Is that your own kite?
3. These are my own skatees.
4. Is that your own knife?
5. Each pupil had his own papers.
6. Has each child his own book?
7. I own this fine dog.
8. Do you own a dog?
9. My own book is a new one.
10. Is that new book your own?

## LESSON 29.

**The Rainbow.****(Copy.)**

One day it was raining. Then the sun came out. It wanted to drive the rain away. The raindrops laughed. Each little rain-drop caught a sunbeam. And then there was a beautiful rainbow in the sky.

**Spelling Words**

raindrops laughed caught sunbeam beautiful rainbow

**Spelling Groups***one day there was***The Rainbow.****(Reproduction.)**

One day it was raining. What came out? What did it want to do? What did the raindrops do? Then what was there in the sky?

## LESSON 30.

**A Garden.****(Copy.)**

My aunt has a large garden. There are many beautiful flowers in it. There are two large oaktrees with swings. I go to see my aunt once every week. Sometimes I go on Saturday and sometimes on Sunday.

**Spelling Words**

aunt	garden	many	beautiful	flowers
	swings	once	sometimes	Saturday
				Sunday

**Spelling Groups***there are two oaktrees to see every week***Language**

How many does the sentence with *there are* tell about? Spell the number *two*. What does *I* alone mean?. How do the names of days of the week begin?

**LESSON 31.***and***Copy and study for dictation.**

John and Grace	Jack and Jill	the cat and the dog
rats and mice	apples and pears	nuts and fruit
bread and butter	wind and rain	boots and shoes

**LESSON 32.***week***Copy and study for dictation.**

1. Last week John and Grace went to school.
2. This week boys and girls must go to school.
3. Next week Tom and Will are not going to school.
4. On Monday of next week father and mother are going to the beach.
5. Next week Tuesday my brother and my sister are going to take a ride.
6. On Wednesday of next week we are going to visit our grandma.
7. Next week Thursday my cousins are coming to spend the day.
8. Some friends are going to take us to the country next week Friday.
9. On Saturday of next week we are going to stay at home to help mother.
10. On Sunday of next week we are all going to church.

**LESSON 33.****In the Country.****(Copy.)**

Tom was a little boy seven years old. He lived in a large city. One day his father took him to the country. He saw many pretty wildflowers. He picked all he could hold in his two hands. He took them home to his mother.

**Spelling Words**

many	wildflowers	took
------	-------------	------

**Spelling Groups**

one day	to the country	two hands
---------	----------------	-----------

**Language**

What is the title of this composition? How does the title begin? What important word in the title begins with a capital? Which word does not begin with a capital letter? Why? Tell how a sentence begins? Tell how every sentence in the story ends. Why?

**In the Country.****(Reproduction.)**

How old was Tom? Where did he live? Where did his father take him? What did Tom see? What did he do?

## LESSON 34.

## A Pansy with Wings.

(Copy.)

Little May was out in the garden. She was picking some pansies for her dear mother. She saw a beautiful butterfly with bright velvet wings. She called to her mother as she watched it fly here and there. She said it was a pansy with wings.

## Spelling Words

garden beautiful butterfly velvet watched pansy

## Spelling Groups

some pansies for her dear mother here and there

## Language

What does *here* mean? What does *there* mean?

## Learn.

*Here* means in this place. *There* means in that place.

What words in the title begin with capital letters? Why?  
What word does not? Why?

## A Pansy with Wings.

(Reproduction.)

Where was little May? What was she doing? What did she see? Whom did she call to? What did she say?

## LESSON 35.

*here**there*

## Copy and study for dictation.

1. Here it is.
2. A bird flew in here.
3. There are no rats around here.
4. Put the boxes under there.
5. Do not go out there.
6. Let us all walk over there.
7. The kitten is in there.
8. We ran here and there.
9. Here we go.
10. There they run.

What does *here* mean? What does *there* mean?

## LESSON 36.

## The Dog and His Shadow.

(Copy.)

A dog stole a piece of meat. He carried it across a stream. He stopped on the way and looked in the water. He thought he saw another dog with a piece of meat. He wanted that piece as well. He tried to get it and lost his own piece in the stream.

**Spelling Words**

stole          carried          across          stopped          thought

**Spelling Groups**

a *piece*                          of *meat*                          his *own*

**Language**

What words in the title begin with capitals? Why? What words with small letters? Why?

**The Dog and His Shadow.**

(Reproduction.)

What did a dog steal? Where did he carry it? What did he do on the way? What did he see? How did it end?

**LESSON 37.****Copy and study for dictation.**

one          two          three          four          five  
 one boy   two girls   three children   four birds   five fingers  
 one piece of pie   two pieces of meat   three pieces of cheese  
 four pieces of bread   five pieces of cake

**LESSON 38.****A Visit to Uncle George.**

(Copy.)

Harry and little May visited their uncle. He lives on a farm. He has chickens and ducks and geese. Little May liked the ducks and the chickens. She was afraid of the geese. If Harry took her hand she felt safe.

**Spelling Words**

George          visited          chickens          geese          afraid

**Spelling Group**

*their* uncle

**Language**

Find three names of people in this story. How does each begin? What words in the title begin with capital letters? Why? How does the first word of each sentence begin? Read the first sentence. What does *their* tell.

**Learn.**

· Their tells whose.

**A Visit to Uncle George.**

(Reproduction.)

Whom did little May and Harry visit? Where does he live? What has he? What did little May like? What was she afraid of? When did she feel safe?



## LESSON 39.

Pronounce group. Spell *their*.

## Girls

their dresses  
 their shoes  
 their dolls  
 their eyes  
 their kittens

## Boys.

their suits  
 their boots  
 their kites  
 their ears  
 their dogs

## Girls and Boys.

their clothes  
 their rubbers  
 their toys  
 their faces  
 their pets

## LESSON 40.

Finish these sentences with the words given.

## About Dogs.

*long*

Their legs are....

*large*

Their eyes are....

*strong*

Their teeth are....

## About Cats.

*sharp*

Their claws are....

*small*

Their teeth are....

*smooth*

Their fur is....

What does *their* tell in each sentence?

## LESSON 41.

## May and Her Pet Dogs.

(Copy.)

May lived far out in the country. She had no little girl friends. Her only playmates were her little pet dogs. She called them Jack and Rover. They could do many tricks. Jack could say his prayers. Rover could hold a lump of sugar on his nose. They loved their little mistress. They would not let any one harm her.

## Spelling Words

playmates  
 tricks

Rover  
 prayers

could  
 lump

many  
 harm

## Spelling Groups

*no friends**their mistress**any one*

## Language

Read the sentence with *their*. What does *their* tell?

## May and Her Pet Dogs.

(Reproduction.)

Where did May live? What playmates did she have? What tricks could the dogs do? How did they show their love for their little mistress?

## LESSON 42.

Pronounce group. Spell.

*any one      some one      no one      every one*

Do what the sentences tell.

1. Any one may go to the board quietly.
2. Some one may have this pencil.
3. No one may leave the room.
4. Every one may stand.
5. Some one may take a book off my desk.
6. Every one may laugh.
7. Any one may raise his hand.
8. No one may speak out loud.
9. Some one may shake hands with me.
10. Any one may put his head down on his desk.

Copy the above sentences and study for dictation.

## LESSON 43.

The Cows.

(Copy.)

Every night John and Ned go after the cows. Ned takes some hay to them and then the cows follow him to the barn. John and Ned like to milk the cows. The boys carry the milk into the house in large pails. Then they have some for supper.

Spelling Words

*every      follow      John      pails*

Spelling Groups

*some hay      to the barn      for supper*

The Cows.

(Reproduction.)

Who go after the cows every night? Why do the cows follow Ned? Tell about milking time. What do John and Ned do with the milk?

## LESSON 44.

*for      four*

Copy and study these sentences for dictation.

1. We had some milk for supper.
2. Four birds flew out of the tree.
3. Mother cooked some eggs for breakfast.
4. Four boys ran off to play.
5. Four girls ran off to swing.
6. All the children ran off for a good time.
7. Four and four are eight.
8. That man bought four balls for his two boys.
9. The four children read their books for a while.
10. There are four baby kittens in the barn.

**LESSON 45.****The Rover.****(Copy.)**

Joe and Tom live in the mountains. Not far from their home is a small lake. The boys have a boat. They often go out for a row. Sometimes their mother and sisters go with them. There is room for five in their boat. The Rover is a fine boat.

**Spelling Words**

The Rover      mountains      often      sometimes      mother

**Spelling Groups**

*their* home      *for* a row      *there* is

**The Rover.****(Reproduction.)**

Where do Joe and Tom live? What is near their home? What have the boys? What do they often do? Who go with them sometimes? How many is there room for in the boat? The Rover is a fine boat.

**LESSON 46.****Copy and study for dictation.**

1. There is room for four in the boat.
2. There is wood enough in the box.
3. There is fun for all in the yard.
4. There is cake enough for the children.
5. There is not a person to be seen.
6. There is no one in the house.
7. There is some one at the door.
8. There is not a boy on the street.
9. There is lunch for all.
10. There is no one to help.

**LESSON 47.****A Pretty Garden.****(Copy.)**

It was a pretty garden. It belonged to a dear old lady. She loved all her plants and flowers. The lawn in front of the house was always fresh and green. It always had plenty of water. In spring there were sweet blue violets in the garden. In summer there were red roses without number. In the fall there were many yellow and orange flowers.

**Spelling Words**

pretty      flowers      lawn      front      plenty  
spring      summer      fall      yellow      orange

**Spelling Groups**

*blue* violets      *there* were      *red* roses

**Language**

Find the name of three seasons. How are they written?

## A Pretty Garden.

(Reproduction.)

It was a very pretty garden. To whom did it belong? What did she love? Tell about the lawn. Tell why. What flowers were there in the spring? What flowers in the summer? In the fall?

### LESSON 48.

*spring*

*summer*

*autumn*

*winter*

**Copy and study for dictation.**

1. I like spring because the birds sing so sweetly then.
2. I like summer because there are so many flowers.
3. I like autumn because there is so much fruit.
4. I like winter because of the holidays.
5. The hills are all green in the spring.
6. In summer we go to the country.
7. In autumn the farmer gathers in the hay.
8. Winter is cold and rainy.
9. The leaves drop from the trees in the fall.
10. Which season do you like best?

**Learn.**

The names of the seasons do not begin with capital letters.

### LESSON 49.

The Seasons.

(Copy.)

Spring comes in February and stays until the first of May. Then comes summer to bring the roses and other beautiful flowers. Autumn is the time of the harvest. The farmer picks the fruit and gathers in the grain. Nature sleeps and rests during the winter months.

**Spelling Words**

February    summer  
autumn    harvest

beautiful  
nature

flowers  
months

**Language**

Read the first sentence. Why does spring begin with a capital letter? Find the other names of the seasons. How do they begin? Find the name of a month of the year. How does it begin? Find a date in the first sentence. Who can write it a different way?

**Learn.**

The name of a month of the year begins with a capital letter.

The Seasons.

(Reproduction.)

Tell when spring comes and how long it stays. What season comes next? What time is autumn? What does the farmer do? What does nature do in the winter months?

**LESSON 50.****Copy and study for spelling.**

January	April	July	October
February	May	August	November
March	June	September	December

**LESSON 51.****The Barefoot Boy.****(Copy.)**

The barefoot boy knows many things. He knows about the flowers and trees. He knows about the birds and bees. He knows how the robin feeds her young. He knows where the pretty nests are hung. He knows where the whitest lilies and the best berries grow. He knows how the wasp builds his walls of clay. He learned it all in the school out of doors.

**Spelling Words**

barefoot	many	flowers	robin	pretty
lilies	berries	builds	clay	learned

**Spelling Groups**

boy *knows*                      are hung

**The Barefoot Boy.****(Reproduction.)**

The barefoot boy knows many things. Tell what he knows about flowers and bees ..... birds and bees ..... robin ..... nests ..... lilies ..... berries ..... wasps ..... learned

**LESSON 52.****A Hayride.****(Copy.)**

John and Grace went to visit their Uncle George in the country. The next morning he asked them to come out into the fields with him. He had a surprise for them. It was a hayride. He put them on top of the hay and they started off. They called to their Aunt May. She smiled to see the two children so happy.

**Spelling Words**

visit	country	fields	surprise	smiled	happy
-------	---------	--------	----------	--------	-------

**Spelling Groups**

for them                      started off                      to see                      two children

**Language**

Find two titles in this composition. How do they begin?

**Learn.**

A title before a name is written with a capital letter.

**A Hayride.****(Reproduction.)**

Where did John and Grace go? Where did they go the next morning? What surprise did their Uncle George have for them? Tell about the hayride all the way to the barn.

**LESSON 53.****Copy and study for dictation.**

my uncle	my Uncle George
my aunt	my Aunt May
your uncle	your Uncle Tom
your aunt	your Aunt Grace
his uncle	his Uncle Bill
his aunt	his Aunt Ruth
her uncle	her Uncle Jack
her aunt	her Aunt Jane
their uncle	their Uncle Joe
their aunt	their Aunt Nell

**LESSON 54.****A Little Plant.****(Copy.)**

A little plant thought it was of no use in the world. It wished to be a tall pine tree. But the sun shone on it. The wind blew gently about it. The birds sang near it. Bees gathered honey from its flowers. The butterflies rested in its branches. It could not help being glad. It lived till its work was done. Then dear Mother Earth took it in her soft warm arms.

**Spelling Words**

thought	world	shone	gently	honey
flowers	butterflies	branches	Mother	Earth

**Spelling Groups**

no use	to be	pine tree	the sun	winds blew
--------	-------	-----------	---------	------------

**Language**

Why is Mother Earth written with capitals?

**A Little Plant.****(Reproduction.)**

What did a little plant think? What did it wish to be? What did the sun do? The winds? The birds? The bees? The butterflies? How did it feel? How long did it live? What did Mother Earth do at last?

**LESSON 55.****The Vain Bluejay.****(Copy.)**

A bluejay once dressed himself in feathers that had fallen from some peacocks. He tried to pass himself off as one of them. They soon found him out. They pulled out his false feathers and punished him in other ways. Then he wanted to go back to the bluejays. They would not have him in their company.

**Spelling Words**

vain	bluejay	once	feathers	punished
------	---------	------	----------	----------

**Spelling Groups**

some peacocks	as one	found out	their company
---------------	--------	-----------	---------------

## The Vain Bluejay. (Reproduction.)

What did a bluejay once do? What did he try to do then? What did the peacocks do? Would the bluejays have him in their company?

### LESSON 56.

*found*

Copy these sentences and study for dictation.

1. The peacocks found the bluejay out.
2. John found a purse last week.
3. Rover found a big bone.
4. Little May found a pretty kitten.
5. Uncle George found a beautiful dog on the road.

### LESSON 57.

Review.

Copy and study for dictation.

*our new meet road by here two there their  
are know week*

1. Our new flag is very beautiful.
2. We must keep our new books clean.
3. Do you know our new teacher?
4. Did you meet my uncle on the road?
5. He went by here this morning.
6. Would you like to meet my new neighbors?
7. Two little mice ran in there.
8. Their new caps and our old caps are alike.
9. I know we two shall be good friends.
10. I am going to know my lessons well this week.

### LESSON 58.

Copy this composition. Fill in the blanks with *their*.

Playing School.

(Copy.)

May and Alice and Tom like to play school. They get ..... books and pencils. The girls get ..... dolls. They go into ..... playroom. Here they have a blackboard. May is the teacher and Alice and Tom are her pupils. May puts up her hair like a lady. She puts on a long dress. Her little pupils do as she asks them. First they write some numbers. Next they write ..... spelling. Then they read. After ..... lessons the little teacher rings the bell. Then they play.

What does *their* tell?

Playing School.

(Reproduction.)

Who like to play school? What do they get? Where do they go? What have they? Who is the teacher and who are the pupils? What does May do? What do her little pupils do? After their lessons what does the little teacher do?

## LESSON 59.

*read**write*

Copy and study for dictation.

1. I can read and write.
2. I can read in the second reader.
3. I read to my little sister last night.
4. I can write a story.
5. I can write the numbers up to one hundred.
6. I write on paper and on the blackboard at school.
7. Can you write a letter?
8. I write spelling and language every day.
9. I like to hear my teacher read.
10. My mother read a nice story to me last night.

## LESSON 60.

Busy People.

(Copy.)

There are many busy people in this world. Fathers have to earn the money for their families. Mothers have to take care of their homes. Teachers have to teach school. Doctors and nurses have to take care of the sick and make them well again. Farmers have to raise fruit and grain and other things. Miners have to dig for silver and gold. Soldiers have to keep our country safe. Sailors have to sail our ships. Each and all have their work to do.

## Spelling Words

many	busy	people	world	money	doctors
nurses	fruit	grain	miners	soldiers	sailors

## Spelling Groups

*there are   have to   to earn   for their families   to raise*

Busy People.

(Reproduction.)

There are many busy people in this world. What do fathers have to do? Mothers? Teachers? Doctors and nurses? Farmers? Miners? Soldiers? Sailors? Each and all?

## LESSON 61.

*have to*

Copy and study for dictation.

1. I have to learn my lesson now.
2. I have to go to school five days of the week.
3. You have to chop some wood today.
4. You have to bring in some coal.
5. Farmers have to raise potatoes.
6. They have to catch the four o'clock boat.
7. The farmers have to get their hay in before it rains.
8. The farmers have to pick the fruit before it is ripe.
9. We boys have to play fair.
10. These two girls have to earn their own living.



**LESSON 62.***have to***Answer these questions.**

1. What do you have to do before school?
2. What do you have to do after school?
3. What do you have to do on Saturday?
4. What do we have to do to keep alive?
5. What do men and women have to do to earn money?

**LESSON 63.****The Wild Rabbits.****(Copy.)**

Wild rabbits live in burrows with winding halls. Great numbers live together. There are many burrows on a hillside. Here they stay on rainy days. The mother rabbit collects leaves and pulls fur from her own body to make a soft bed for her little ones. She will stay in the burrow two days at a time without food. When she has to go out for food, she covers the opening to the burrow. How do you think she finds the door to her house on her return?

**Spelling Words**

rabbits	rainy	burrows	winding	many
hillside	collects	leaves	covers	opening

**Spelling Groups**

great	numbers	there	are	here	they stay
pulls	fur	own	body	two days	for food

**The Wild Rabbits.****(Reproduction.)**

Where do wild rabbits live? How many live together? When do they stay in their burrows? How does the mother rabbit make a soft bed for her little ones? How long will she stay at home without food? What does she do when she goes out?

**LESSON 64.***great***Copy and study for dictation.**

1. Great numbers of wild rabbits live together.
2. There were a great many birds in our oaktree.
3. Washington and Lincoln were great men.
4. Harry and Tom are great friends.
5. Great crowds of people came to see the parade.
6. Did you have to wait a great while?
7. Great ships come into our bay.
8. God loves us all, both great and small.
9. Fourth of July is a great holiday.
10. September 9th is always a great day in our state.

**LESSON 65.****The Busy Wind.****(Copy.)**

The wind has much to do. He makes the clouds sail across the sky. He shakes the nut trees. Down fall the nuts for boys and squirrels to gather. He blows the leaves about. He helps the ships with big sails to move over the sea. He blows hats and bonnets away. He helps dry the clothes on the line. He does big things and little things. He does good things and bad things. When he is gentle we like him. When he is sharp and cold we run indoors.

**Spelling Words**

clouds	across	shakes	squirrels	gather
blows	bonnets	clothes	gentle	indoors

**Spelling Groups**

clouds <i>sail</i>	<i>big sails</i>	<i>the sea</i>
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**The Busy Wind.****(Reproduction.)**

Has the wind much to do? What does he do to the clouds? The nut trees? The leaves? The ships? Hats and bonnets? Clothes on the line? Does he do only big things? Only good things? When do we like him? When do we run indoors?

**LESSON 66.***sea**sail**sails***Copy and study for dictation.**

1. My father and I went to sea last month. How many sails do you think we saw one day?

2. Our good ship has four sails. She was on the sea eight months last year.

3. Can you sail a boat? I can sail a small boat.

4. We stood on the shore of the sea. We watched the ships sail by.

5. By and by the sea will be still. Do you like to sail when it is rough?

**LESSON 67.****At the Seashore.****(Copy.)**

Every summer Mary and John go to the seashore. They take off their shoes and stockings. They like to walk in the wet sand and wade in the water. They run when the big waves come up. When the tide is out they play on the rocks. They look for shells and pretty pebbles.

**Spelling Words**

summer	stockings	wade	waves	tide	pebbles
--------	-----------	------	-------	------	---------

**Spelling Groups**

<i>to the seashore</i>	<i>take off</i>	<i>their shoes</i>
------------------------	-----------------	--------------------

**Language**

Find the name of a season in the first sentence. How is it written? Read all the groups with *they*. Spell *they*.

**At the Seashore.****(Reproduction.)**

Where do Mary and John go in the summer? What do they take off? What do they like to do? When do they run? What do they do when the tide is out?

**LESSON 68.****A Doll Party.****(Copy.)**

It was a doll party. Each little girl brought her prettiest doll. And each doll was dressed in her best. One doll with golden curls wore a light blue dress. Another with dark brown hair wore a pink one. Many wore pretty white silk dresses. A few wore dark blue sailor dresses. Some wore wash dresses with aprons and bonnets. These looked very cunning. All behaved very well at the party. Their little mothers were very proud of them.

**Spelling Words**

party	brought	prettiest	dressed	sailor
aprons	bonnets	cunning	behaved	curls
		proud		

**Spelling Groups**

*one* doll *blue* dress *brown hair* *wore* dresses *their* mothers

**Language**

How many are *a few*? How many are *some*? How many are *many*?

**A Doll Party.****(Reproduction.)**

What kind of party was it? Which doll did each little girl bring? How was each doll dressed? Tell about the different dresses. How did all behave? Who were proud of them?

**LESSON 69.***wear**wore***Copy and study for dictation.**

1. Did you wear your best cap to school?
2. I wore my best cap to school.
3. I shall wear my best dress on Sunday.
4. I wore my best dress last Sunday.
5. May I wear my new shoes today?
6. I wore my old shoes all week.
7. Will this suit wear well?
8. His last suit wore very well.
9. The girls do not wear hats to school.
10. They wore plain and simple dresses.

## LESSON 70.

## Little Pussy Willow.

(Copy.)

Every stream and every spring has its pussy willow. We all love the little fur buds that come out so early in the springtime. They are the first to tell us of the spring. Each little bud peeps out in soft gray fur. Mother Willow knows Jack Frost is still about and that the winds are sharp and cold. So she gives her buds a warm cloak for the chilly nights and mornings.

## Spelling Words

every	stream	willow	early	springtime
spring	peep	cloak	chilly	nights

## Spelling Groups

<i>they are</i>	<i>in fur</i>	<i>Mother Willow knows</i>
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## Language

Find two names written with capital letters. Tell why. Why is spring written with a small letter?

## Little Pussy Willow.

(Réproduction.)

What has every stream and every spring? What do we all love? What are they? How is each bud dressed? Why?

## LESSON 71.

## The Little Family.

(Copy.)

Two birds built a pretty nest high up in the old apple-tree. By and by there were three little birds in the nest. Their parents had to work very hard to find enough for their little ones to eat. Then came the time for the young birds to leave the nest. At first they were afraid to fly. They soon learned. Then they flew away into the big world.

## Spelling Words

family	built	high	apple-tree	enough
young	afraid	learned	flew	world

## Spelling Groups

<i>by and by</i>	<i>there were</i>	<i>they were</i>	<i>their parents</i>
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## Language

Read the second sentence. Spell *there*. Spell *were*. Read the sentence with *they were*. Spell *they*. Spell *were*.

## LESSON 72.

*there were**they were*

1. There were two dogs in our yard. They were good friends.
2. There were many birds in our oaktree. They were singing sweetly.

3. There were two trees in our garden. They were apple-trees.
4. There were a few houses on the hill. They were very small.
5. There were some horses in the field. They were eating grass.

### LESSON 73.

#### A Family of Chicks.

(Copy.)

For three weeks a mother hen sat on her eggs. Then the shells began to break. One by one the chickens came out. There were twelve in all. She was very proud of them. And well she might be. She taught her little ones to scratch for worms and to pick up the seeds. She taught them to drink. She told them never to try to swim as the little ducks do. And they were all good little chicks.

#### Spelling Words

twelve      taught      scratch      worms      grain

#### Spelling Groups

*one by one*

*there were*

*they were*

#### Language

Read the fourth sentence. Spell *there*. Spell *were*. Read the last sentence. Spell *they*. Spell *were*.

#### A Family of Chicks.

(Reproduction.)

How long did a mother hen sit on her eggs? What did the baby chicks then begin to do? What happened? How many were there? Was Mrs. Hen proud? Tell about some of the things she taught them to do. Were they good little chicks?

### LESSON 74.

*one by one*

#### Copy and study for dictation.

1. One by one the leaves come down.
2. One by one the snowflakes fall.
3. One by one the raindrops fall.
4. One by one they walked along.
5. One by one the people left the house.
6. One by one the boats went down the river.
7. One by one the children came home from school.
8. One by one the birds flew away.
9. One by one the sheep passed through the gate.
10. One by one our little friends arrived.

## LESSON 75.

*taught**learned*

Copy and study for dictation.

1. The mother and father birds taught their little ones to fly.
2. The little birds learned to fly very soon.
3. Uncle Harry taught his boys and their friend how to swim.
4. Most boys learn to swim very quickly.
5. My cousin taught Jack Brown how to sail a boat.
6. Jack learned how to sail a boat in one lesson.
7. My teacher taught me how to read and write.
8. I learned how to read and write in a short time.
9. Aunt Mary taught her girls how to sew.
10. Two little girls learned how to sew at ten.

## LESSON 76.

## A Birthday Coming.

(Copy.)

Little Harry knew something good was going to happen. His birthday was coming and he knew his dear mother would plan for a happy time. He knew there would be a little party. His cousins and little friends would surely come. He knew his kind uncles and aunts would remember that he was going to be six years old. And he knew that his brothers and sisters would not forget the day. No one had told him all this. Then how did Harry know it would surely be?

## Spelling Words

birthday party cousins friends surely remember

## Spelling Groups

Harry knew going to dear mother there would be no one

## Language

Find all the titles without names. How are they written?

## A Birthday Coming.

(Reproduction.)

What did little Harry know? What was coming? What did he know his mother would plan for? Who would surely come? Who would remember? Who would not forget? How did little Harry know all this?

## LESSON 77.

Copy and study for dictation.

Mr. Smith and Mrs. Smith.	Mr. Brown and Mrs. Brown.
Mr. Black and Mrs. Black.	Mr. Bell and Mrs. Bell.
Mr. Fish and Mrs. Fish.	Mr. Jones and Mrs. Jones.
Mr. Bird and Mrs. Bird.	Mr. Squirrel and Mrs. Squirrel
Mr. Mouse and Mrs. Mouse.	Mr. Cock and Mrs. Hen.

How does Mr. begin? Why? How does Mrs. begin? Why?

A shortened word is called an abbreviation. What mark after Mr. and Mrs.? Mr. is followed by a period because it is an abbreviation.

**Learn.**

An abbreviation is followed by a period.

Why is Mrs. followed by a period? Write five names with Mr. and five with Mrs.

## LESSON 78.

### A Home in the Old Oaktree.

(Copy.)

Mr. and Mrs. Squirrel live in an oaktree. They have a nest in the hollow of the tree. Their little ones run and jump around on the ground. They look for acorns. Then they run up the tree. They run to the end of the longest branch. They swing in the wind. They run to the top of the highest branch. They sit in the sun. They frisk about on the ground. Now they run up and now they run down. Now they sit up and eat the acorns they have found.

#### Spelling Words

oaktree hollow acorns branch swing frisk ground

#### Spelling Groups

*their* little ones

#### Language

Read the first sentence. Find two titles. Why is Mr. written with a capital? Why is Mrs. written with a capital? Why are Mr. and Mrs. followed by periods?

Pronounce group. Study *they*.

they have	they look	they run	they swing
they frisk	they sit up and eat	they have found	

### A Home in the Old Oaktree.

(Reproduction.)

Mr. and Mrs. Squirrel ..... hollow ..... little ones .....  
 acorns ..... longest branch ..... wind ..... highest branch  
 ..... sun ..... ground ..... up ..... down ..... eat

## LESSON 79.

### Learning to Sew.

(Copy.)

Jessie wanted to learn how to sew. Of course her mother was quite willing to teach her little daughter. That very afternoon they sat down together. Mrs. Smith was going to make some blue aprons for herself. She gave Jessie a piece of the same cloth to make one for her doll. Mrs. Smith cut it out and showed

her little girl how to sew it. With some help it was finished that same day. And Jessie was very proud and happy.

### Spelling Words

learn quite daughter afternoon cloth showed proud

### Spelling Groups

to sew of course blue aprons for herself  
a piece make one some help

### Language

Read the sentence with *learn*. Read the sentence with *teach*. Find two names of persons. How are they written? What is *Mrs.*? What is an abbreviation? What always follows an abbreviation?

### Learning to Sew.

#### (Reproduction.)

What did Jessie want to learn? Who was willing? What did they do that very afternoon? What was Mrs. Smith going to make? What did she give Jessie? What did Mrs. Smith do for her little girl? When was this apron finished? How did Jessie feel?

### LESSON 80.

#### The Little Shepherd Boy.

##### (Copy.)

Once upon a time there was a little boy named Robert. His father was a poor farmer who worked hard every day. He had a flock of sheep and Robert took care of them. In the morning he drove them out of the barn into the fields. There was one black sheep in the flock. He wore a bell tied about his neck. This sheep led the way. The others followed. Robert also had a dog. All day long Rover stayed with the sheep. He kept watch and would not let one of them run away. Then at night he would help to bring them back to the barn.

### Spelling Words

Robert farmer flock others

### Spelling Groups

once upon a time there was one that wore  
led the way to bring to the barn

### Language

Read the title. How does it begin and end? Why are all the words written with capital letters? How do all the sentences begin? Find two names. How do they begin? Why?

#### The Little Shepherd Boy.

##### (Reproduction.)

Once upon a time there was..... What did his father do for a living? How did Robert help him? Where did he take the sheep in the morning? Tell about the leader. How did Rover help Robert?



**LESSON 81.***once upon a time***Copy and study for dictation.**

1. Once upon a time there was a little boy.
2. Once upon a time there was a little girl.
3. Once upon a time there were two happy children.
4. Once upon a time there were two dear old people.
5. Once upon a time there was a very strong man.
6. Once upon a time there was a very beautiful lady.
7. Once upon a time there were fairies in the world.
8. Once upon a time there were many birds in our garden.
9. Once upon a time there were some wild animals about here.
10. Once upon a time there were only a few houses over there.

**LESSON 82.****The Man and the Goose.****(Copy.)**

Once upon a time a man had a wonderful goose. It laid a golden egg every day. But the man wanted more golden eggs. He thought he would find them inside the goose. So he killed her and cut her open. But he found the goose was in no way different inside from any other goose.

**Spelling Words**

wonderful                      satisfied                      thought                      different

**Spelling Groups**

*once upon a time    laid an egg    would find    he found    no way*

**The Man and the Goose.****(Reproduction.)**

What did a man have? What did he want? What did he think? What did he do? How did it end?

**LESSON 83.****Copy and study for dictation.**

one o'clock	two o'clock	three o'clock	four o'clock
five o'clock	six o'clock	seven o'clock	eight o'clock
nine o'clock	ten o'clock	eleven o'clock	twelve o'clock

**Learn.**

**O'clock with a number tells the time of day.**

**LESSON 84.***o'clock***Copy and study for dictation.**

1. School begins at nine o'clock.
2. School was out at two o'clock on Friday.
3. May went to see Grace at four o'clock on Saturday.

4. Mr. Snow went to church at eleven o'clock on Sunday.
5. I went to bed at eight o'clock Thursday night.
6. Mrs. Snow went to town at ten o'clock Tuesday morning.
7. A bell rings in our town at nine o'clock every night.
8. Whistles blow at twelve o'clock in our city every day.
9. On Wednesday night at seven o'clock Mr. and Mrs. Smith went to see some moving pictures.
10. Every Monday Mrs. Brown begins to wash at seven o'clock.

## LESSON 85.

### A Busy Saturday Morning.

(Copy.)

There was wood to chop. There were errands to run. There was the yard to clean up. And Harry Brown wanted to go to see the circus parade at ten o'clock. He was up with the birds. He got his own breakfast. He didn't let the grass grow under his feet. At seven o'clock his mother heard him in the cellar. At eight o'clock he had the yard clean and was ready to run errands. At nine o'clock he was ready to join the crowd of boys at the gate. Long before ten o'clock they had found a fine place to see the parade go by.

#### Spelling Words

errands    circus    parade    cellar    crowd    o'clock

#### Spelling Groups

*there was    there were    own breakfast    mother heard    go by*

#### Language

Read the title. Why do all the words begin with capital letters? Read the second sentence. Read the third sentence. Read all the sentences with *o'clock*. What does *o'clock* with the number tell?

### A Busy Saturday Morning.

(Reproduction.)

What things did Harry Brown have to do? Where did he want to go at ten o'clock? Did he get up early? What did he do for himself? Where did his mother hear him at seven o'clock? What had he done by eight o'clock? By nine o'clock what was he ready to do? Where were the boys long before ten o'clock?

## LESSON 86.

### A Pet Colt.

(Copy.)

Grandpa had a young colt. It was very fond of him. On week days he always carried some lumps of sugar in his pocket to give him. The colt would often follow him. It would put its nose into his pocket for the sugar. One Sunday grandpa was on his way to church. He heard the colt behind him. But he had not

brought any sugar with him. He had a hard time to get the colt to go home again.

### Spelling Words

colt carried sugar pocket Sunday church brought

### Spelling Groups

*fond* of him

*week* days

*some* lumps

for sugar

he *heard*

to go

### A Pet Colt.

#### (Reproduction.)

What pet did grandpa have? What did he carry in his pocket on week days? What would the colt often do? Tell about one Sunday.

## LESSON 87.

### His First Day on a Farm.

#### (Copy.)

It was the first day Harry Brown had been on a farm. Early in the morning he heard the birds and chickens. He was soon up and dressed. Then the horn sounded for breakfast. From the house he could hear the sound of the river that ran near by. After breakfast he went to the barn with the men. He heard the horses in their stalls. They wanted to be out. Soon the men were off to work. Then Harry looked about for himself. He heard a dog bark. It was Rover. He wanted to make friends with the new boy on the farm. The two went down to the river to spend the morning.

### Spelling Words

first early chickens dressed sounded breakfast friends

### Spelling Groups

he *heard* could *hear* ran *by* *their* stalls *to be* out  
off to work for himself new boy two went

### His First Day on a Farm.

#### (Reproduction.)

It was the first day.....morning.....up and dressed.....  
horn.....river.....barn.....horses.....to be out.....men.....  
Harry....dog bark....Rover....river.

## LESSON 88.

*hear*

### Copy and study for dictation.

- |                               |                                 |
|-------------------------------|---------------------------------|
| 1. I hear the train.          | 6. I hear my mother call.       |
| 2. I hear a whistle.          | 7. Let us go to hear the music. |
| 3. Do you hear the car?       | 8. I can hear you.              |
| 4. Did you hear the dog bark? | 9. Hear the cows and sheep.     |
| 5. Did you hear the baby cry? | 10. Will you hear my story.     |

## LESSON 89.

Write short sentences with these and the days of the week.

two o'clock    eight o'clock    half past one    four o'clock  
half past three    half past seven    twelve o'clock    half past eleven

## LESSON 90.

*hour*

Copy and study for dictation.

1. At what hour does school begin?
2. At what hour does school let out?
3. At what hour does church begin?
4. At what hour will the circus begin?
5. At what hour will the boat leave?
6. At what hour will the train arrive?
7. When is your dinner hour?
8. At what hour will you be here?
9. At what hour will the parade start?
10. At what hour shall I meet you?

Answer the above questions.

## LESSON 91.

## A Whole Week of Fun.

(Copy.)

Vacation had come. There was to be no school for one whole week. Harry and Tom had plans for every day. Old Rover was to go along. On Monday they were going on a picnic. They were going to leave home at ten o'clock. On Tuesday their cousin was coming to see them at half past two. On Wednesday and Thursday they were going to the river with Uncle Jack. That would be two whole days for rowing and swimming and fishing. On Friday they were going to spend the day with grandma. She always let them have their own sweet way. Grandmas always do. On Saturday they were going to a circus with their mother and Aunt May. On Sunday the boys were going to church as they always did.

## Spelling Words

vacation	picnic	o'clock	swimming
grandma	circus	church	

## Spelling Groups

<i>there was</i>	<i>to be</i>	<i>no school</i>	<i>they were</i>
<i>one week</i>	<i>for every day</i>	<i>were going</i>	<i>their cousin</i>
<i>to see</i>	<i>half past two</i>	<i>whole days</i>	<i>own way</i>

## Language

Name three important words in the title. How do they begin? Find two names of boys. Find the name of a dog. How do these names begin? Find the names of all the days of the week. How do they begin? Find two names with titles. How do the titles begin? Find two sentences that tell time. Read the sentence with *their*. What does *their* tell?

**LESSON 92.***whole***Pronounce group. Study whole.**

one whole day	two whole apples	one whole cake
two whole oranges	one whole week	the whole house
the whole street	the whole city	the whole country

**LESSON 93.***past***Copy and study for dictation.**

1. It is half past nine.
2. It is past the hour for school.
3. My uncle and aunt drove past your house.
4. Uncle Jack and Aunt May walked past our old home.
5. It is past the time for dinner.
6. It is half past two and time to go home.
7. My birthday is past.
8. Is your birthday past?
9. Winter is past and spring is here.
10. Summer was past and autumn had come.

**LESSON 94.***passed***Copy and study for dictation.**

1. Uncle Tom and Aunt Grace passed by at four o'clock.
2. Many people passed the schoolhouse.
3. I passed by the old church.
4. We passed many little boats on the river.
5. The ship passed close to the rocks.
6. The train just passed by.
7. Grandma passed some cake and candy to us.
8. Mr. Smith passed the letter to Mrs. Smith.
9. The children passed by very quietly.
10. The dark clouds passed by and we did not have rain.

**LESSON 95.****Holes in the Ground.****(Copy.)**

Did you ever stop to think how many creatures have only holes in the ground for their homes? Some animals dig these holes themselves. Others use any hole they find. Rabbits and ground squirrels live together in great numbers. They dig holes for rooms and winding halls between them. Gophers and moles also dig their own holes. They seldom come out for food but eat the roots they find in digging. There are many ground snakes that sleep in any hole they find. Bumble bees and wasps and spiders also dig holes in the ground for homes and nests. Mother Nature has given all these diggers legs and feet to dig with.

**Spelling Words**

many	creatures	rabbits	ground	squirrels
winding	between	gophers	moles	seldom
bumble	wasp	spiders	Mother Nature	diggers

**Spelling Groups**

<i>their</i> homes	<i>some</i> animals	<i>they</i> find
<i>great</i> numbers	<i>for</i> rooms	<i>own</i> holes

**Language**

What is the first sentence? What mark after it? Why is Mother Nature written with capitals?

**Holes in the Ground.****(Reproduction.)**

Did you ever stop to think how many creatures have holes in the ground for their homes? Who knows? What do some animals do? What do others do? What animals live together in great numbers? What do they dig? What other animals dig their own holes? Do they often come out? What do they do for food? Tell what ground snakes do. What other creatures dig holes? What has Mother Nature given these diggers?

**LESSON 96.****The Story of the Pot of Gold.****(Copy.)**

Once upon a time there was a pot of gold hidden at the end of a rainbow. A very selfish man found it. He wanted to hide it where no one else would find it. So one night he put the money in a sack and hurried away to the woods to hide it. There was a hole in the sack but the man did not know it. He crossed the meadows and one by one the gold pieces fell out. He found his sack getting lighter. He put it down to find out why. He saw the hole. He hurried back to find the gold pieces that had dropped out. But he found only bright yellow flowers along the way. And dandelions are still growing along the wayside and in the meadows.

**Spelling Words**

rainbow	selfish	money	hurried	crossed
meadows	dropped	flowers	dandelions	wayside

**Spelling Groups**

<i>once upon a time</i>	<i>there was</i>	<i>found it</i>	<i>hide it where</i>
<i>a hole</i>	<i>know it</i>	<i>one by one</i>	<i>pieces fell</i>

**The Story of the Pot of Gold.****(Reproduction.)**

What was hidden at the end of a rainbow? Who found it? What did he want to do with it? What did he do one night? What was in the sack? What happened? What did the man do about it? What did he find instead of gold pieces?

## LESSON 97.

*where*

Copy and study for dictation.

1. Where are you going?
2. Where did you come from?
3. Where are my books?
4. Where were my hat and coat?
5. Where is the cat?
6. Where did father and mother go?
7. Where is the picnic to be?
8. Where were you going yesterday?
9. Where were all the people coming from?
10. Where were Harry and Tom running to?

## LESSON 98.

*where**were*

Copy and study for dictation.

1. Where were you at two o'clock?
2. Where were you at half past twelve?
3. I went where the people were standing.
4. All were happy where they were.
5. Once upon a time many sheep were lost in the snow.
6. We walked where the flowers were thickest.
7. They swam where the river was deepest.
8. Were many cows in the field yesterday?
9. Where were Uncle George and Aunt May on Sunday?
10. Were you ever on California Street?

## LESSON 99.

The Cat and the Monkey.

(Copy.)

Once upon a time a cat and a monkey lived in the same family. One day there were some chestnuts roasting in a hot fire. The monkey wanted some but he was afraid of getting burned. He told the cat she had beautiful paws. He said he was ashamed of his ugly hands. He told pussy that she had fine paws for getting the chestnuts out of the fire. He told her to pull them out quickly and he would give her half. The foolish cat pulled the chestnuts out one by one. The monkey ate them as fast as she pulled them out. When she was ready for her share, they were all gone. The monkey had eaten every one.

## Spelling Words

monkey family roasting afraid burned ashamed  
quickly foolish ready share every

## Spelling Groups

once upon a time      there were      some chestnuts  
beautiful paws      one by one      ate them      they were

## The Cat and the Monkey.

(Reproduction.)

Who lived in the same family once upon a time? One day where were there some chestnuts? Who wanted some? What did he tell the cat? What did she do? What did the monkey do?

### LESSON 100.

Copy and study.

first	1st	seventh	7th
second	2d	eighth	8th
third	3d	ninth	9th
fourth	4th	tenth	10th
fifth	5th	eleventh	11th
sixth	6th	twelfth	12th

### LESSON 101.

Copy and fill in the blanks with words from the above lists.

1. January is the.....month of the year.
2. February is the .....month of the year.
3. May is the.....month of the year.
4. July is the.....month of the year.
5. September is the.....month of the year.
6. November is the.....month of the year.
7. March is the.....month of the year.
8. June is the.....month of the year.
9. December is the.....month of the year.
10. October is the.....month of the year.
11. April is the.....month of the year.
12. August is the.....month of the year.

### LESSON 102.

The Months of the Year.

(Copy.)

January and February are very cold months. Jack Frost is on the ground. We must keep warm. In March the days are warmer. The wind blows. We play out of doors and fly our kites. In April and May we gather wildflowers. Then school closes for the summer months. We have vacation in June and July. School opens again in August. We have a week of vacation in October. Then the days begin to get short and cold again. Winter is here before we know it.

**Spelling Words**

January   February   months   Jack Frost   April   gather  
wildflowers   vacation   opens   August   summer   October

**Spelling Groups**

*our kites                      a week                      is here                      we know*



**Language**

Find the names of months in this composition. How do they begin? Find the name of a person. How is it written? Find the names of two seasons. How do they begin? Why?

**The Months of the Year.****(Reproduction.)**

What months are cold? What is on the ground? When do the days get warmer? What do we do when it is windy? When do we gather wildflowers? When do we have vacation? When does school open? When does winter come?

**LESSON 103.**

Write and study the names of the months with their abbreviations.

1. January .....Jan.	7. July ..... <i>July</i>
2. February .....Feb.	8. August .....Aug.
3. March .....Mar.	9. September .....Sept.
4. April .....Apr.	10. October .....Oct.
5. May ..... <i>May</i>	11. November .....Nov.
6. June ..... <i>June</i>	12. December .....Dec.

Which months should not be abbreviated? Why?

**LESSON 104.**

Write the date of your birthday. Write the dates of the birthdays of your father, mother, sisters, and brothers. Whose birthday is February 12th? February 22d? What birthday is July 4th? September 9th?

**LESSON 105.****Popping Corn.****(Copy.)**

On rainy days it is fun to pop corn. Will and Tom lie down before the low fire. They hold the popper over the hot coals. The grains of corn soon begin to dance about. When they get hot they burst. The grains become white like snow. Then the boys string the corn. They eat some while they are busy.

**Spelling Words**

rainy    pop    popper    bursts    smooth    grain

**Language**

How do both words of the title begin? Why? What mark comes after the title? How does every sentence begin? How do all the sentences in this composition end? Why?

**Popping Corn.****(Reproduction.)**

When is it fun to pop corn? Where do the boys hold the popper? When the corn gets hot what happens? What color is popcorn? What do the boys and girls do with the corn?

## LESSON 106.

## A Little Housekeeper.

(Copy.)

May was the housekeeper just now. And she was only twelve years old. Her mother and sisters had gone to the country for two whole days. The first day alone was a very busy one for little May. There was all the housework to do. There were the baby chicks to feed. There was meat to buy and some other things. At last it was time to get the dinner ready for father. Then May saw him coming. She went down the road to meet him. She had been a busy little girl, but she was not tired. She was only very proud and happy. She knew her dear father would be pleased with his little housekeeper.

## Spelling Words

housekeeper twelve housework chicks ready busy proud

## Spelling Groups

<i>just now</i>	<i>two whole days</i>	<i>busy one</i>	<i>there was</i>
<i>there were</i>	<i>to buy</i>	<i>for father</i>	<i>the road</i>
<i>to meet</i>	<i>she knew</i>	<i>dear father</i>	

## A Little Housekeeper.

(Reproduction.)

Who was the housekeeper just now? How old was she? Where had her mother and sisters gone? Tell about the first day. What was there to do? What were there to feed? What was there to buy? At last what time was it? What did May do when she saw her father coming? What had she been? How did she feel and why?

## LESSON 107.

## The Lion and the Mouse.

(Copy.)

A lion lay sleeping under a shady tree. Some mice ran over him and woke him. He laid his paw on one and was going to crush it. The mouse begged for its life. Soon after this the lion was caught in a net by some hunters. He could not free himself and began to roar. The little mouse came to help him. With its sharp teeth it gnawed the rope and set the lion free.

## Spelling Words

shady crush mouse caught roar gnawed

## Spelling Groups

*lay sleeping some mice laid his paw on one going to*

## Language

Read the sentence with *lay*. What two words might be used in place of *lay*? Read the sentence with *laid*. What word might be used in place of *laid*?

## The Lion and the Mouse.

(Reproduction.)

Where did a lion lie sleeping? Who woke him? What did he do? What did the mouse do? What happened soon after? What did the lion do? Who came to help him? What did the little friend do?

### LESSON 108.

*going to*

Answer these questions.

1. What are you going to do this morning?
2. What are you going to do this afternoon?
3. What are you going to do tonight?
4. Where are you going on Saturday?
5. Where are you going on Sunday?
6. With what are you going to make your kite?
7. How are you going to fix your wheel?
8. When are you going to the country?
9. When are you going to have your next vacation?
10. Who are going on the picnic?

### LESSON 109.

The Snow Boys and Prince. . . Part I.

(Copy.)

Mr. Snow had three boys. The eldest was Harry. The youngest was Tom. Between the two came James. They had a pet dog. His name was Prince. He was always counted as one of the family. They always said there were six in the family. Prince always seemed to know all that was going on. He went with the boys here and there and everywhere. He always joined in the fun. He liked a game of ball. No matter how far the boys threw the ball, he ran after it. He always hunted until he found it.

#### Spelling Words

eldest      counted      family      everywhere      joined

#### Spelling Groups

the two      as one      there were      to know  
going on      here and there      they threw      found it

#### Language

Read the sentence with *here* and *there*. What does *here* mean? What does *there* mean? Find three names of boys. How do they begin? Find the name of a dog. How does it begin? Find a name with a title.

The Snow Boys and Prince.

(Reproduction.)

How many boys did Mr. Snow have? Name them. Tell about Prince. Tell how Prince played with the boys.

## LESSON 110.

*threw*

1. John threw the ball into the air.
2. Mary threw away her old toys.
3. Mrs. Brown threw away the broken dishes.
4. Mr. Smith threw a bone to Rover.
5. The boys threw snowballs all morning.
6. The people threw flowers to the queen.
7. The men threw their hats into the air.
8. The old man threw down the sack of wood.
9. Who threw the ball the highest?
10. Who threw the ball the farthest?

## LESSON 111.

The Snow Boys and Prince.      Part. II.  
(Copy.)

On week days Prince went to school with the boys. Then he came home. He always went to meet them after school. He liked Saturdays and Sundays best. He seemed to know the boys did not go to school on those days. They went off together on long tramps. When the boys went camping in the summer they took Prince along. It was during the months of June and July. Prince always went with the boys on their hunting and fishing trips. He liked to swim. He was the best swimmer in camp. Would you like to have a dog like Prince?

**Spelling Groups**

*week days    to meet    to know    went off    their trips*

**Language**

Find the names of two days of the week. How do they begin? Find the names of two months of the year. How do they begin? Why does summer begin with a small letter? What does *their* tell? Read the last sentence. How does it end? Why?

The Snow Boys and Prince.  
(Reproduction.)

What did Prince do on week days? What days did he like best? Where would he and the boys go? Where did Prince go with the boys in summer? Tell about their trips.

## LESSON 112.

Our Pond.  
(Copy.)

There is a pond in our backyard. Every spring I catch some little tadpoles. I put them into the water. I watch them grow. Soon they begin to change into frogs. Then they jump out of the water. They do not like dry ground. They hunt damp places. They eat the bugs off the bushes. My little frogs are useful in the garden. I like to watch them hop about. They often go to the pond for a dive and a swim.

**Spelling Words**

backyard watch change damp places useful dive

**Spelling Groups**

our backyard    there is    every spring    some tadpoles  
                                  off the bushes

**LESSON 113.****At the Circus.****(Copy.)**

Harry and Tom went to the circus with their uncle. First he took the boys around to see the animals. There were cages with lions and tigers. There were funny little monkeys all in one large cage. The boys fed them. The elephants were lined up like a class at school. They held out their trunks for something to eat. Near them was a tame bear. He had a ring in his nose and he carried a pole. He danced around and made the children laugh. It was now time to go into the large tent. Here the boys saw ponies and dogs and other trained animals. It was a wonderful show.

**Spelling Words**

circus	lions	tigers	monkeys
elephants	ponies	tamed	wonderful

**Spelling Groups**

their uncle	to see	there were
one cage	tame bear	saw here

**At the Circus.****(Reproduction.)**

Who went to the circus? Where did their uncle take them first? What were in the cages? Where were the monkeys? Tell about the elephants. Tell about the tame bear. What did the boys see in the big tent? What kind of show was it?

**LESSON 114.****A Queer Family.****(Copy.)**

Once there was a hen that wanted some little chickens of her own. Mrs. Green didn't have enough chicken eggs for her. She gave her some duck eggs with the others. Soon the hen had five little chickens and five little ducks. One day she took them out walking. She took them into a field. There was a pond in the field. What do you think happened? When the little ducks saw the water they all went in. The hen called and called, but they would not come out. They had a nice swim. Then they came to the shore. After that the hen took them to the pond every day.

**Spelling Words**

once    enough    took    pond    shore    every

**Spelling Groups**

*there was to sit some chickens her own one day*

**Language**

Find a name with a title. What mark after the title? Why?

**LESSON 115.****Bessie and Spot.**

(Copy.)

Bessie was visiting Mrs. Brown in the country. There were no little girls to play with. Mrs. Brown had a dog named Spot. Spot did many tricks, but Bessie did not know about them. One day she was sliding down a hill on a sled. She liked to slide down but it was hard work to pull the sled up again. Spot saw her and began to bark. She was frightened and dropped the rope. That was what he wanted. He took the rope in his mouth and dragged the sled up for her. Bessie laughed and went up the hill after Spot. When she came down Spot ran after her.

**Spelling Words**

Bessie	visiting	any	tricks	sliding
slide	frightened	rope	dropped	dragged

**Spelling Groups**

*there were no girls to bark did not know one day for her*

**Language**

What names are in this composition? How do they begin? Which name has a title? Why does the title begin with a capital letter? Why is it followed by a period?

**Bessie and Spot.**

(Reproduction.)

Bessie....Mrs. Brown....no little girls....Spot....tricks...  
sliding.....sled.....bark....rope....wanted.... dragged .....  
laughed....ran after

**LESSON 116.****The Oaktree.**

(Copy.)

The oaktree is called the king of trees because it is so very strong and lives so very long. Many oaks live over a hundred years. The oak has a big strong root. The worst winds cannot blow an oaktree down. It is not a tall tree like the pine. It has a short and thick trunk. Each branch looks like a small oak. The fruit of the oak is the acorn. The squirrels like acorns. The wood of the oaktree is the strongest kind and lasts the longest.

**Spelling Words**

oaktree	hundred	worst	cannot	trunk	acorn
---------	---------	-------	--------	-------	-------

**Spelling Groups**

*some oaks*

*the wood*

**The Oaktree.**  
(Reproduction.)

oaktree....king of trees....hundred years....root....worst  
winds....pine....trunk....each branch....fruit....squirrels ...  
wood

**LESSON 117.**

**The October Party.**  
(Copy.)

In October the leaves have a party. They put on new dresses. All spring and summer they have worn green. Now their dresses are yellow and orange and red. The oaks and maples look the prettiest. The autumn breezes blow and the pretty painted leaves dance about. They leave the mother tree and whirl round and round through the air. At last, tired out, they fall to the ground beneath the bare trees. Here they wait until the snow shall come to cover them.

**Spelling Words**

October	autumn	breezes	painted	oaks
maples	party	yellow	orange	whirl

**Spelling Groups**

<i>new dresses</i>	<i>have worn</i>	<i>their dresses</i>	<i>they have</i>
<i>through the air</i>	<i>bare trees</i>	<i>wait here</i>	

**Language**

Find all the names written with capitals. Tell why. Find the names of two seasons. How are they written? Why?

**The October Party.**  
(Reproduction.)

In October what do the leaves have? What do they put on? What have they worn all spring and summer? What colors are their dresses now? Which trees look the best? What breezes blow? What do the leaves do? What do they do at last? For what do they wait?

**LESSON 118.**

*through*

**Copy and study for dictation.**

1. Through the fields they ran.
2. I rode through the city.
3. Mr. and Mrs. Brown walked through their garden.
4. They drove through orchards in blossom.
5. John was wet through and through.
6. The rain came through the roof.
7. The wind blew through the chimney.
8. These children are through with this reader.
9. I am through with my lesson.
10. I must wait until the teacher is through speaking.

## LESSON 119.

## A Kind Old Man.

(Copy.)

Once upon a time an old man lived alone. His home was a little house in the woods. There was a garden in front of it. Every morning after breakfast he called the birds. One by one they came. He threw crumbs to them. Sometimes he walked here and there through the woods. The rabbits and squirrels were not afraid of him. He loved every living thing.

## Spelling Words

alone front every rabbits squirrels afraid

## Spelling Groups

*once upon a time there was one by one*  
*they came threw crumbs here and there through the woods*

## Language

How do all the words in the title begin? Why? What mark at the end of the title? How does every sentence begin and end?

## A Kind Old Man.

(Reproduction.)

an old man....alone....home....garden....birds....one by one....crumbs....woods....rabbits and squirrels....loved

## LESSON 120.

*threw**through*

1. Tom threw the ball into the garden.
2. The people threw roses to the sweet singer.
3. The dogs chased the poor little rabbit through the woods.
4. The man threw some meat to the dogs.
5. Our friends walked through the garden.
6. Jack had been out in a pouring rain. He was wet through and through.
7. Mr. Smith threw his coat over a chair and hurried to see little May.
8. We walked through the fields and gathered flowers.
9. Harry climbed the tree and threw the ripe cherries into our hats.
10. The river ran through the green meadows.

## LESSON 121.

## The Song of the Thrush.

(Copy.)

Long ago Mother Nature let the birds choose their feathers. The canary chose yellow feathers. The oriole chose black and orange. The bluebird chose blue. The redbird chose red. The parrot chose green. The hummingbirds and doves chose the rainbow colors. Nothing was left for the thrush. It admired the other



birds. Yet it was satisfied with a plain brown dress. But it asked for a sweet voice to make the children happy.

### Spelling Words

Mother Nature	choose	canary	yellow	oriole	orange
bluebird	redbird	hummingbirds	doves	rainbow	
colors	thrush	admired	satisfied	voice	

### Spelling Groups

<i>their</i> feathers	chose <i>blue</i>	<i>plain</i> brown
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### Language

Why is Mother Nature written with capitals?

### The Song of the Thrush.

(Reproduction.)

What did Mother Nature let the birds do long ago? What did the canary choose? The oriole? The bluebird? The redbird? The parrot? The hummingbirds and doves? What was left for the thrush? How did it feel? What did it ask for?

## LESSON 122.

### The Going and Coming of the Birds.

(Copy.)

In autumn many birds go south. There the flowers are in bloom when we have wind and rain and snow. These birds go in search of food. But all the birds do not leave us. Some remain with us all the year. Some birds come to us in the winter from colder places. Birds are coming and going nearly all the year. Before they start for their journey many birds gather in great flocks. And they fly very fast on these long trips. Many fly a mile a minute. Have you ever watched them high in the sky?

### Spelling Words

autumn	many	flowers	search
nearly	flocks	minute	watched

### Spelling Groups

bloom <i>there</i>	<i>some</i> remain	<i>their</i> journey	<i>these</i> trips
--------------------	--------------------	----------------------	--------------------

### Language

Find the name of a season in the first sentence. How is it written? What mark after the last sentence?

### The Going and Coming of the Birds.

(Reproduction.)

Where do many birds go in autumn? Why? Do all the birds leave us? From where do birds come to us? Before they start, what do many birds do? Do they fly fast on these long trips? How fast? Have you ever watched them high in the sky?

## LESSON 123.

## The Moon.

(Copy.)

The sun gives us light by day. The moon lights the sky by night. It gives us most light when it is full. But this is only once a month. Every night after sunset the moon appears in a different part of the sky and the shape is different. First it is a beautiful silver bow. Then for two weeks it grows larger and larger until it is full. Then it grows smaller and smaller until it is a thin bow again. Nothing can grow on the moon. No one can live there. This is because there is not a drop of water nor any air. Not a tree nor flower nor blade of grass is to be found on the moon. Our beautiful world is very different.

## Spelling Words

once	month	sunset	appears	different
silver	bow	air	beautiful	world

## Spelling Groups

<i>two weeks</i>	<i>live there</i>	<i>there is</i>
------------------	-------------------	-----------------

## The Moon.

(Reproduction.)

What gives us light by day? What lights the sky by night? When does it give us most light? How often is this? Every night after sunset where does the moon appear? What is different? What is it first? Then what happens for two weeks? What happens after this? Can anything grow on the moon? Can any one live there? Why not? Tell about our beautiful world.

## HOLIDAY COMPOSITIONS AND NOTES FOR THE THIRD GRADE.

### LESSON 1.

#### A New Year's Letter. (Copy.)

Jan. 5, 1912.

Dear Grandma,

School has begun and I am in the high third grade. I was promoted at Christmas time. I am going to be good and work hard. Then I'll be promoted again in June. And I know you and grandpa will be pleased. I wish you both a happy New Year.

Your loving

JACK.

#### Spelling Words

grandma                      third                      grade                      promoted  
                                 Christmas                      I'll                      pleased

#### Spelling Groups

*going to be*    *I know*

#### Language

Name all the parts of a letter. (The heading, beginning, body, and ending.) Find the names of two holidays. How do they begin?

#### Learn.

The name of a holiday begins with a capital letter.

#### A New Year's Letter. (Original.)

Write a letter to your grandpa or grandma about school. Tell them what grade you are in. Tell when you were last promoted. Tell when you are going to be promoted again. Say a word about pleasing them. Send best wishes for a happy New Year.

### LESSON 2.

#### My Christmas Vacation. (Copy.)

The first week of my vacation I helped my mother get ready for Christmas. We were very busy. We made pies and cakes and everything nice. Christmas Eve I went to bed very early. The next morning I got up before any one else. I found my toys around the Christmas tree in the parlor. The rest of my vacation I played with my toys and went to visit my friends.

#### Spelling Words

vacation	ready	Christmas	busy
everything	early	morning	found
toys	parlor	visit	friends

**Spelling Groups***first week***Language**

Find the names of holidays. How are they written?

**LESSON 3.****When Lincoln Was a Boy.****(Copy.)**

Little Abraham Lincoln lived in a log house in the woods. It had only one room. On one side was a large chimney. There were no windows in it and it had an open door. It was very cold in winter. Lincoln did not go to school much. His mother taught him to read and write. He had no picture books nor toys. He played in the woods. The birds and rabbits were his playmates.

**Spelling Words**

Abraham Lincoln	woods	only	chimney	windows
taught	picture	toys	rabbits	playmates

**Spelling Groups**

<i>one room</i>	<i>there were</i>	<i>to read and write</i>	<i>no books</i>
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**Language**

Find the name of a great man. How is it written? Read the sentence with *there were*. Read the sentence with *taught*.

**When Lincoln Was a Boy.****(Reproduction.)**

Who lived in a log house in the woods? How many rooms did it have? What was on one side? Were there any windows or doors? Did Lincoln go to school much? What did his mother teach him? Did he have many picture books and toys? Where did he play? Who were his playmates?

**LESSON 4.**

<i>read</i>	<i>write</i>	<i>learn</i>	<i>taught</i>
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**Copy and study for dictation.**

1. Do you like to *read* and *write*?
2. When did you *learn* to read and write?
3. Who *taught* you to read and write?
4. Can you *read* anything in the second reader?
5. Can you *write* a story?
6. I must *read* my lesson.
7. I must *write* ten sentences.
8. Lincoln did not have any picture books to *read* from.
9. Many great men could not go to school to *learn*.
10. Many great men *taught* themselves.

## LESSON 5.

## Valentines at School.

(Copy.)

Little fingers had been busy at school all week making valentines. The kind teachers had cut out cards and hearts of all sizes. The children had painted and written love thoughts upon them. At last the day came. Little postmen were on hand in the school-yard with boxes and baskets. Into these the boys and girls shyly dropped their valentines. At three o'clock the teacher of each class gave them out. Not one was forgotten. And many had to wonder from whom they received their pretty valentines.

## Spelling Words

fingers	busy	teachers	hearts	sizes	thoughts
postmen	shyly	o'clock	dismissed	wonder	received

## Spelling Groups

all week	their valentines	not one
----------	------------------	---------

## Language

Read the sentence that tells time. What does *their* tell?

## Valentines at School.

(Reproduction.)

Tell about the busy little fingers. What had the kind teachers done? What had the children done? What came at last? Where were little postmen on hand? What did the boys and girls do? When did the teachers give them out? Was any one forgotten? What did many have to wonder about?

## LESSON 6.

## Valentines From Home.

(Copy.)

Edith saw the postman in his cart long before he reached her house. Away she went down the road to meet him. She knew that he would have many pretty valentines from her friends at home. Edith had been in the country for four months. Running into the house she spread her valentines out on the table. Then she looked at them over and over again. They made her happier than her folks and friends would ever know.

## Spelling Words

postmen	valentines	country	spread
	happier	folks	friends

## Spelling Groups

the road	to meet him	she knew
for four months	would know	

## Valentines From Home.

(Reproduction.)

Whom did Edith see? When did she see him? Where did she go? What did she know? Where had Edith been for four months? What did she do with her valentines? How often did she look at them? How did they make her feel?

## LESSON 7.

Copy and study for dictation.

*road                  meet                  knew                  four                  know*

1. The *road* was long and dusty.
2. Every day Rover goes to *meet* his little master.
3. Mrs. Smith *knew* Tom would be at home by five o'clock.
4. For *four* years we lived in the country on a farm.
5. I would not *know* you if I met you on the street.

## LESSON 8.

Copy and study for dictation.

*rode                  meat                  new                  for                  no*

1. The soldier *rode* twenty miles in a day.
2. Many people do not eat *meat*.
3. Did you see our *new* flag?
4. *For* a long time she waited at the gate.
5. *No* man nor woman passed by the house.

## LESSON 9.

Little George Washington.

(Copy.)

Little George Washington lived on a big farm. It was on a river. He liked to go rowing and swimming. He would ride horseback all over the farm. He liked to be out of doors. He wanted to grow big and strong. He went to a little school until he was sixteen years old. It was not a very good school. Here he learned to read and write. He also studied arithmetic. He liked to play soldier with the other boys. He was always the captain.

## Spelling Words

George Washington    rowing                  swimming                  horseback  
 soldier                  learned                  arithmetic                  captain

## Spelling Groups

learned *here*                  to *read* and *write*

Little George Washington.

(Reproduction.)

Where did little George Washington live? What kinds of fun did he have? Why did he like to be out of doors? Tell about his school. What did he learn? What did he like to play with the other boys?

## LESSON 10.

Copy and study for dictation.

*here                  learn                  read                  write                  taught*

1. *Here* he went to school for eight years.
2. The little fellow *learned* to *read* and *write* before he went to school.
3. His mother *taught* him every day.
4. He rode over the country *here* and there.
5. Did you know how to *read* and *write* before you were six years old?



## An Invitation for Washington's Birthday.

(Original.)

Write an invitation to some boy for Washington's Birthday. Let it be for a tramp or anything that sounds like a good time. Tell the plans for lunch, the time to leave, and anything else necessary to know.

### LESSON 13.

#### Spring Vacation.

(Copy.)

The schools have vacation a week before Easter. Many children go to the country. They like to see the trees in blossom. They like to pick bouquets of spring flowers. Then the birds return with a glad song. Everything seems to be happy.

#### Spelling Words

vacation   Easter   country   blossom   bouquets   flowers

#### Spelling Groups

the *week*

#### Language

Find the name of a holiday? How is it written? Find the name of a season? How is it written?

#### Spring Vacation.

(Reproduction.)

When does the spring vacation come? Where do many children go? What do they like to see? What do they like to do? Tell about the return of the birds.

### LESSON 14.

#### Copy and study for dictation.

1. In winter many trees are bare.
2. We hear the birds when spring is here.
3. In the spring the grass and flowers make us glad.
4. Easter comes in the spring.
5. Did you hear the canary?
6. Thanksgiving comes in November.
7. Christmas comes in December.
8. May Day comes on the first of May.
9. Thanksgiving and Christmas come in the winter.
10. Spring vacation comes a week before Easter.

### LESSON 15.

#### Note of Thanks for an Invitation.

(Copy.)

Tuesday

Dear Aunt Ada,

I thank you for your kind invitation to spend my spring vacation with you. I know everything in the country must be lovely



now. I like the green hills and the beautiful wildflowers. I know I shall enjoy every minute.

Your loving niece,  
Flora.

### Spelling Words

Aunt Ada	invitation	spring	vacation	everything
country	beautiful	wildflowers	minute	niece

### Spelling Groups

*I know*

*lovely now*

### Language

Name the parts of a letter. Where is each part written? Tell about the capitals and commas and periods. Find the name of a season. How is it written?

### Note of Thanks for an Invitation.

(Original.)

Write a note of thanks for an invitation to spend your spring vacation with some one. Say something about how you like the country.

## LESSON 16.

### An Invitation to a Picnic.

(Copy.)

Wednesday

Dear May,

On Saturday Aunt Jane is going to take us to the hills to pick wildflowers. Don't you want to go? You need not bring lunch. Mother will put up enough for all. Grace Brown and Harry Gray are going with us. We shall leave the house at nine o'clock. I hope you will come with us. I think we'll have a fine time.

Your loving friend,  
Nell.

### Spelling Words

Saturday	wildflowers	don't	lunch
enough	o'clock	we'll	friend

### Spelling Groups

*are going to*

*for all*

### Language

Why is Aunt written with a capital? Find the name of a day of the week and two persons. How written? Find a question mark. Why used? What two words tell time?

### An Invitation to a Picnic.

(Original.)

Invite a little friend to go on a picnic. Tell her about lunch .... who is going.... the time. Urge her to come. Promise a fine time.

**LESSON 17.****A Letter of Thanks for a Pleasant Vacation.**

(Copy.)

April 13, 1912.

Dear Grandma,

I miss the green hills and the wildflowers already. I miss the chickens and the horses and the cows. I miss Rover and Tabby. And most of all I miss you and dear grandpa. I want to thank you for the fine vacation I had. I arrived home safely. Dear old Tom came to meet me. I was glad to see mother and father and the rest of the folks. I shall be glad to see my teacher and my little friends at school on Monday. Best love from

Your  
Topsy.

**Spelling Words**

grandma	flowers	already	chickens
horses	Rover	Tabby	vacation
arrived	safely	folks	teacher
	friends	Topsy	

**Spelling Groups**

*dear Tom                      to meet                      to see*

**Language**

Find all the names written with capitals. Tell why. Why is grandpa written with a small letter?

**A Letter of Thanks for a Pleasant Vacation.**

(Original.)

Write a letter of thanks to some one with whom you spent your spring vacation. Tell what you miss. Tell that you arrived home safely. Tell who came to meet you. Tell whom you were glad to see. Send thanks for the good time you had.

**LESSON 18.****A Note of Invitation.**

(Copy.)

Wednesday.

Dear Cousin Alice,

Saturday mama is going to let us color eggs for Easter. Would you like to spend the day with us and join in the fun? Wear an old dress and bring an apron. And come early.

Lovingly,  
Dorothy.

**Spelling Words**

Wednesday	cousin	Saturday	mama	color
apron	early	lovingly	Dorothy	

**Spelling Groups**

*going to                      for Easter                      wear an old dress*

## A Note of Invitation.

(Original.)

Invite some one to help you make Easter cards or color eggs.

## LESSON 19.

## An Invitation to an Egg-hunt.

(Copy.)

Wednesday.

Dear Tom,

On Saturday Mr. Jones is going to have an egg-hunt in his big barn for about ten boys. He wants you to be one of the ten. Wear your oldest clothes. He is going to hide the eggs in the loft and all around in the hay. I hope you can come. We always have a good time with Mr. Jones.

## Spelling Words

Wednesday      Saturday      o'clock      egg-hunt

## Spelling Groups

*dear* Tom      *going* to      *for* ten boys  
to be *one*      wear oldest clothes

## An Invitation to an Egg-hunt.

(Original.)

Invite a friend to an egg-hunt. Tell him when and where it is going to be. Tell him what to wear.

## LESSON 20.

## An Easter Greeting.

(Copy.)

April 3, 1912.

Dear Aunt Edith,

With this note I am sending you an Easter card I painted at school myself. The little chick brings you Easter greetings from  
Your loving niece,  
Hazel.

## Spelling Words

Aunt Edith      Easter      painted      greetings      niece      Hazel

## Language

Name the parts of a letter. Tell where each is written. Tell about the capitals and commas. Find the name of a holiday. How is it written?

## An Easter Greeting.

(Original.)

Send greetings with an Easter card to an aunt or uncle.

## LESSON 21.

## An Easter Note.

(Copy.)

Dear Aunt Lucy,

I am sending you an Easter lily, which I planted and took care of myself. I wish you a happy Easter.

Your loving niece,  
Ellen.

## Spelling Words

Lucy      Easter      lily      niece      Ellen      Saturday

## An Easter Note.

(Original.)

Write an Easter note to go with a bouquet of flowers or with a plant.

## LESSON 22.

## A Letter to Mrs. Bunny.

(Copy.)

Dear Mrs. Bunny,

I'm a little girl five years old. I live far out in the country. I'm so afraid that you might forget me Easter morning and I want some pretty eggs. I have fixed a nice box outside the front door for you to leave them in. I like red and blue ones the best. Dear Mrs. Bunny, please don't forget me.

Your little friend,  
Nancy.

## Spelling Words

I'm    country    afraid    Easter    front    don't    friend

## Spelling Groups

some eggs                      for you                      red and blue ones

## Language

How is *Dear Mrs. Bunny* set off from the rest of the sentence? Why? (The name of the person addressed is set off by a comma.)

## A Letter to Mr. Rabbit.

(Original.)

Write a letter to Mr. Rabbit about bringing Easter eggs.

## LESSON 23.

## Easter Chicks.

(Copy.)

Early Easter morning little Alice looked in every nook and corner for pretty eggs. Each one she found brought a merry laugh. Big brothers and sisters enjoyed the fun. There was a box behind the stove. Alice heard a peep and looked in. Cuddled down soft and warm were twelve baby chicks. This was the best Easter surprise.

**Spelling Words**

Easter          every          corner          brought          enjoyed  
keep          cuddled          twelve          surprise

**Spelling Groups**

each *one*          , she *found*          *there* was          she *heard*

**Language**

What holiday is this story about? How is Easter written?

**Easter Chicks.****(Reproduction.)**

Where did Alice look for pretty eggs early Easter morning? Who enjoyed the fun? What was there behind the stove? What did Alice hear? What did she find?

**LESSON 24.****Easter Toys.****(Copy.)**

Last week the store windows were full of pretty Easter toys. There were big rabbits and little rabbits. Some were gray. Some were brown. Some were white. Some were standing on their hind legs. Some were eating carrots. There were many baby chicks. The mother hen was there. There was every toy that little boys and girls like at Easter.

**Spelling Words**

windows          Easter          rabbits          carrots

**Spelling Groups**

last *week*          *some* were          *there* were

**Easter Toys.****(Reproduction.)**

Tell about the store windows at Easter. What kinds of rabbits were there? What were they doing? Tell about the hens and chickens. What else was there?

**LESSON 25.****A Letter About Easter.****(Copy.)**

Dear Aunt Rose,

We children got the pretty Easter cards you sent. It is hard to tell which is the prettiest. Each one likes his own best. We went to an egg-hunt on Saturday. It was in a large garden. There were about fifty children there. We had a fine time. The dinner bell just rang. Good by, dear Aunt Rose. Love from us all.

Your loving

April third

Polly.

## Spelling Words

April Easter prettiest egg-hunt Saturday fifty

## Spelling Groups

*you sent                which is                each one                his own*

*there were                good by*

### A Note About Easter.

**(Original.)**

Write a note of thanks to some one from whom you received a card. Tell how you spent Easter. Send love.

## LESSON 26.

## A Letter About Easter.

**(Copy.)**

Dear Grandma,

I know you would like to know about our Easter. We all received pretty Easter cards. Then we went to church and Sunday School. The white lilies looked beautiful. And there were so many. In the evening the children sang. You would have enjoyed it, dear grandma. Love to you and grandpa from

Your loving  
Helen.

## Spelling Words

received          church          lilies          beautiful  
many          evening          enjoyed

## Spelling Groups

I know would like our Easter there were dear grandma

## A Letter About Easter.

**(Original.)**

Write to some one and tell how you spent Easter. Tell about the pretty eggs and cards you received. Tell about church and Sunday School. Send love.

## LESSON 27.

## A Glad May Day.

(Copy.)

April showers bring May flowers. And on the first of May we have a holiday to show that we are glad because of the sunshine and the flowers. Children gather all dressed in white to dance around the May Pole. Sometimes they go to the woods to spend the day. They gather bouquets of beautiful wildflowers to give to their friends and those they love. One is chosen to be the Queen of the May. She is crowned with a wreath of flowers and her little subjects sing to her. It is a happy day for old and young.

## Spelling Words

showers flowers holidays sunshine May Pole bouquets  
beautiful wildflowers Queen of the May crowned  
wreath subjects

**Spelling Groups***their* friends*one* is**Language**

Find two names of months. How written? Find two other names written with capitals. Why so written?

**A Glad May Day.****(Reproduction.)**

What do the April showers bring? What do we have on the first of May? Why? What do the children do? Where do they sometimes go? What do they gather? Tell about the Queen of the May.

**LESSON 28.****May Day Invitation.****(Copy.)**

Dear Aunt Kate,

On May Day our school is going to have a May-pole dance and singing and games. All of this is going to be out on the playground. We are going to begin at two o'clock. Would you like to come to see it all? I wish you would.

Your loving

Mabel.

**Spelling Words**

May Day May-pole playground Mabel twentieth

**Spelling Groups***our* school *going* to *to be* *two* o'clock *to see***Language**

Find the name of a holiday. How written? What group of words tells time? Find a question mark. Why used?

**May Day Invitation.****(Original.)**

Invite some one in your family to the May Day festival at your school. Tell what you are going to have and when it is going to begin.

**LESSON 29.****A Letter of Thanks for a Pleasant Vacation.****(Copy.)**

August 1, 1912.

Dear Aunt Mary,

I had a fine time on the farm. I thank you very much for letting me stay so long. Everybody says I'm round and brown and rosy. Eggs and milk and cream and fresh air must be good for boys. May I come again some time, dear Aunt Mary?

Your loving nephew,

Harry.

**Spelling Words**

everybody I'm brown rosy cream nephew

**Spelling Groups**

must *be* good *for* boys *some* time *dear* Aunt Mary

**Language**

What mark after the last sentence? Why? What is the use of the comma before dear Aunt Mary?

**A Letter of Thanks for a Pleasant Vacation.**

(Original.)

Write a letter of thanks to any one with whom you spent a day or more of your vacation.

**LESSON 30.****The Fourth of July.**

(Copy.)

Fourth of July is the birthday of our country. It is over a hundred years ago that our country became free. We have a holiday on this day. There is always a procession in the morning. Soldiers and sailors march in the streets. Flags are flying everywhere. We like to see the beautiful stars and stripes. In the evening there are fireworks.

**Spelling Words**

birthday hundred holiday procession soldiers  
sailors everywhere beautiful stripes fireworks

**Spelling Groups**

*our* country *there* are

**The Fourth of July.**

(Reproduction.)

What birthday is the Fourth of July? How long ago since our country became free? What do we have? What is there in the morning? Who march in the streets? What are flying everywhere? What do we like to see? What are there in the evening?

**LESSON 31.****The Ninth of September.**

(Copy.)

The ninth of September is the birthday of California. It is the day she became a state. It was only two years after gold was found here. Many people came out west by land and by sea. There were soon enough to make California a state. And September ninth was the day. We always have a holiday. California has a party every year in a different city.

**Spelling Words**

birthday California state many enough  
holiday party every different



**Spelling Groups***two years**found here**by sea***Language**

Read the two sentences with a date in each. Write the date a different way. Why is California written with a capital? (The names of places begin with capital letters.)

**The Ninth of September.****(Reproduction.)**

What date is the birthday of California? What day is it? How long was it after gold was found here? Did many people come?

**LESSON 32.****Hallowe'en.****(Copy.)**

Hallowe'en is the last night of the month of October. The boys and girls plan for a good time. They get sheets. With these they play they are ghosts. They cut ugly faces in pumpkins and put candles inside. These they carry around on poles. They try to frighten people. When the fun outside is over, they go inside and play games.

**Spelling Words**

month	October	plan	sheets	ghosts
ugly	pumpkins	candles	frighten	people

**Hallowe'en.****(Reproduction.)**

What night is Hallowe'en? What do the boys and girls plan for? What do they get? What do they play? What do they do with pumpkins? After the fun outside is over, what do they do?

**LESSON 33.****Copy and study for dictation.**

1. Hallowe'en comes on the night of October 31.
2. Thanksgiving Day comes on November .... this year.
3. Christmas always comes on December 25.
4. The first day of January is New Year's Day.
5. February 22 is the birthday of Washington.
6. On July 4 our country became free.
7. May Day comes on the first of May.
8. Easter comes in March or April.
9. Lincoln and Washington had birthdays in February.
10. We send valentines on February 14.

How are the names of months and holidays written?

**LESSON 34.****Five Little Pumpkins.****(Copy.)**

We are five very little pumpkins. We are very happy little pumpkins. Would you like to know why? Listen and we will tell you. Our home is in a large sunny field but you could not find us. We lie hidden underneath the leaves. The day before Hallowe'en Mr. Wells and his two boys came to gather pumpkins for their party. And we were not big enough even to be seen. We hope we shall not be found and taken for Thanksgiving dinner. We would rather be here in the warm sunshine than made into pumpkin pies.

**Spelling Words**

pumpkins	listen	sunny	field	vines
leaves	Hallowe'en	Thanksgiving	sunshine	pumpkin

**Spelling Groups**

<i>our</i> home	<i>see</i> us	<i>we</i> lie	<i>two</i> boys
<i>their</i> party	<i>here</i> we are	<i>can</i> be	

**Language**

Find the names of two holidays. How are they written? Find a title that is an abbreviation. What is t-w-o? What does *their* tell?

**Five Little Pumpkins.****(Reproduction.)**

Let the little pumpkins tell their story. kind.....why.....  
home....hidden....Mr. Jones....party.....not big enough.....  
Thanksgiving....pies

**LESSON 35.****A Pumpkin Story.****(Copy.)**

I am a great big yellow pumpkin. My home is in a sunny field. Many other pumpkins live there with me. They are not so large as I. I shall not stay in the field much longer. The children have planned to use me for their Hallowe'en party. I am going to be Mr. Jack O'Lantern. My small pumpkin friends are all very sad because they cannot go to the merry party. I am glad that I am big enough.

**Spelling Words**

yellow	pumpkin	field	planned
Hallowe'en	Jack O'Lantern		

**Spelling Groups**

<i>live</i> there	<i>their</i> party
-------------------	--------------------

**Language**

Find two names that are written with capitals. Tell why.



## LESSON 38.

## Thanksgiving Day.

(Copy.)

On the last Thursday of November every year we have Thanksgiving Day. It comes after the farmers have gathered in the grain and picked the fruit. Man works in the orchards and fields. God sends the sun and the rain to make things grow. We go to church to thank God for his goodness. After church families and friends gather together for happy times in their homes.

## Spelling Words

Thursday	November	Thanksgiving	Day	farmers
gathered	fruit	orchards	fields	goodness
families		friends	grain	

## Spelling Groups

*their homes*

## Language

Find all the names that begin with capital letters. Tell why. What does *their* tell?

## Thanksgiving Day.

(Reproduction.)

What do we have on the last Thursday of November of every year? When does it come? What does man do? What does God send? Why do we go to church? What do families and friends do after church?

## LESSON 39.

## A Thanksgiving Note.

(Copy.)

Monday.

Dearest Grandma,

Your letter came today. We shall all be so happy to spend Thanksgiving Day with you and dear grandpa. Mama says we shall be there early. Isn't it good to have all the family together? I'm glad I'm in your family.

Your loving grandson,  
Tom.

## Spelling Words

letter	today	Thanksgiving	Day	early	isn't
family	together	grandma	grandpa	grandson	

## Language

What are the parts of a letter? Tell where each part is written. Tell about the capitals. Tell about the commas and periods.

## A Note About Thanksgiving Day.

(Original.)

Write a letter to your own grandma. Accept her invitation for Thanksgiving Day. Tell her when you will be there. Say a word about the family.

**LESSON 40.****A Thanksgiving Invitation.****(Copy.)**

Nov. 15, 1912.

Dear Aunt Ruth,

Mamma would like to have you and Uncle Joe and the boys spend Thanksgiving Day with us. We children are going to church in the morning. We shall have dinner at five o'clock. Do come and come early.

Lovingly,

Jessie.

**Spelling Words**

November Thanksgiving Day church o'clock early

**Language**

Find two titles with names. The name of a holiday. How written? What two words tell the time?

**A Thanksgiving Invitation.****(Original.)**

Write an invitation to your own aunt or uncle to spend Thanksgiving Day with you. Tell when you are going to have dinner. Urge them to come and come early.

**LESSON 41.****A Note of Thanks.****(Copy.)**

Dec. 1, 1912.

Dear Grandma,

We got the box of good things for Thanksgiving. Mother gave us each one of the rosy apples. And we children each had a cake. They tasted good. We all thank you so much, dearest grandma. We all love you because you are so good and kind.

Your loving

Bess.

**Spelling Words**

December grandma Thanksgiving apples children

**Language**

What are the parts of a letter?

**A Note of Thanks.****(Original.)**

Did you ever receive a Thanksgiving box from some one? Write a letter of thanks for it. Say something about the different things that were in it. Send a word of love.

**LESSON 42.****A Note of Thanks.****(Copy.)**

Nov. 30, 1912.

Dearest Grandma,

We all had a fine time yesterday. Mother asked me to write to you and thank you. I love all my uncles and aunts and cousins. We children all love our dear grandma and grandpa because they are so good and kind to us.

Your loving  
May.

**Spelling Words**

November	grandma	yesterday	mother
uncles	aunts	cousins	grandchild

**Language**

Find five titles written with small letters. Tell why written so.

**A Note of Thanks.****(Original.)**

Write a letter of thanks to some one for a good time on a holiday.

**LESSON 43.****A Birthday Letter.****(Copy.)**

Jan. 15, 1912.

Dear Uncle Joe,

So Sunday is your birthday. We all send best wishes for many happy returns of the day. We wish you health and good luck during the coming year. Dear Uncle Joe, I miss the jolly romps you and I used to have together. I wish we lived near together instead of so far apart.

Your loving nephew,  
Frank.

**Spelling Words**

birthday	many	health	jolly
romps	instead	nephew	

**Spelling Groups**

dear Uncle Joe	used to have
----------------	--------------

**Language**

Name all the parts of a letter.

**A Birthday Letter.****(Original.)**

Write a birthday letter to an uncle or aunt. Send good wishes. Say something to show your love for your uncle or aunt.

## LESSON 44.

## Christmas Is Coming.

(Copy.)

December is here. Christmas is coming. Old Santa Claus has been seen about already. He has sent toys without number to the stores. The windows are full of pretty things. Old and young stop to look and choose. There are beautiful dolls for the girls. Some have dark hair and dark eyes. Some have golden curls and blue eyes. There are drums and horns for the boys. There is everything a small soldier boy would like. We must let Santa Claus know very soon what we want most of all.

## Spelling Words

December	Christmas	Santa Claus	already	toys	window
choose	beautiful	golden	curls	drums	soldier

## Spelling Groups

<i>is here</i>	<i>there are</i>	<i>there is</i>	<i>blue eyes</i>
----------------	------------------	-----------------	------------------

## Language

Find the name of an important person. How is it written? Why? Find the name of a month. A holiday. How are they written?

## Christmas Is Coming.

(Reproduction.)

What month is it? What is coming? Who has been seen about already? What has he sent to the stores? Tell about the windows. What do old and young do? Tell about the dolls. What is there for the boys? What must we do very soon?

## LESSON 45.

## A Little Santa Claus.

(Copy.)

It was six o'clock in the morning. It was dark and cold. Harry Brown jumped out of bed. This was December and Christmas was coming. Harry had two little brothers whom he dearly loved. He was working before school and after school to earn some money. He was going to play Santa Claus. He had heard mother say that they could not afford to have a Christmas tree. He knew that it would not seem like Christmas without one. Then there were stockings to be filled and presents to buy. That was why Harry Brown worked every day before and after school. He was going to play Santa Claus.

## Spelling Words

dearly	afford	stockings	presents	worked
--------	--------	-----------	----------	--------

## Spelling Groups

<i>two brothers</i>	<i>to earn</i>	<i>had heard</i>
<i>there were</i>	<i>to buy</i>	<i>he knew</i>

**A Little Santa Claus.**  
(Reproduction.)

What time was it when Harry Brown jumped out of bed? What kind of morning was it? What holiday was coming? Why was he up so early? What had he heard his mother say? What had he made up his mind to do?

**LESSON 46.**  
**A Christmas Letter.**  
(Copy.)

Dec. 12, 1912.

Dear Cousin Joe,

Christmas is coming. Is that news? I wish you and I could be together again this year. Didn't we have a fine time last year? I wish I could fly across the country in an air-ship Christmas Eve. But I can't and it's no use wishing. I hope Santa will come to your house this year with a big bundle for you, Joe. Merry Christmas!

Your cousin,  
Jack.

**Spelling Words**

cousin	together	didn't	country	air-ship
Christmas Eve	can't	it's	Santa	bundle

**Spelling Groups**

*no use*

*for you*

**Language**

What are the parts of a letter? Find two names of holidays. How are they written? Find two question marks. Why used? What mark separates Joe from the rest of the sentence? Merry Christmas! is an exclamation. The mark after it is an exclamation mark.

**Learn.**

An exclamation is followed by an exclamation mark.

**A Christmas Letter.**  
(Original.)

Write a Christmas letter to some cousin far away. Tell him your wish to be together. Say something about the year you were together. Say something about Santa Claus and wish him a merry Christmas.

**LESSON 47.**  
**A Letter to Santa.**  
(Copy.)

Dec. 1, 1912.

Dear Santa Claus,

I am a little..... in the third grade. I go to the..... School. I want a.....for Christmas. My father wants a new



overcoat. My mother wants a dress. My little sister wants a doll. I hope we are not asking more than you can bring us.

Your little friend,  
Tom.

### Spelling Words

December Santa Claus third grade friend

### Spelling Groups

for Christmas new overcoat

### A Letter to Santa.

(Original.)

Write a letter to Santa Claus. Tell him who you are..... what school you go to.....what you want.....what your father wants.....your mother.....your little sister. Tell him you hope you are not asking for more than he can bring.

## LESSON 48.

### Christmas Greetings.

(Copy.)

Dec. 20, 1912.

Dear Uncle Harry,

A merry Christmas to you and the boys! I wish we might spend the holidays together. But you are so far away. We send love and best wishes all the way across the country.

Your loving nephew,  
Harold.

### Spelling Words

December Christmas holidays across country nephew

### Language

Find an exclamation mark. Why used?

### Christmas Greetings.

(Original.)

Write a letter to an uncle or aunt far away. Send them greetings. Tell them you wish you might be together. Send love and best wishes.

## LESSON 49.

### A Christmas Stocking.

(Copy.)

Santa didn't forget Rob. His stocking is full of toys. There is a fine big horn. Now he can play soldier with the boys. There are two sticks of candy. I wonder what else is in the stocking. Rob is a sleepy boy. I do wish he would get up.

### Spelling Words

Christmas stocking Santa toys soldier  
sticks else wonder sleepy

**Spelling Groups***there are**two sticks***Language**

Tell why each word in the title begins with a capital. Tell why each sentence ends with a period. Read the sentence with *there is*. Read the sentence with *there are*.

**LESSON 50.****A Christmas Note.****(Copy.)**

Dear Father,

Here is my Christmas present for you. It is useful and I think you will like it. I bought it with the money I earned after school. A merry Christmas from

Your loving son,  
Harry.

**Spelling Words**

Christmas      present      useful      bought      earned

**A Christmas Note.****(Original.)**

Write a letter to your father to go with your Christmas present to him. Tell him how you earned the money to buy it. Wish him a merry Christmas.

**LESSON 51.****A Christmas Note.****(Copy.)**

Dear Mother,

This is my little present for you. I bought it with the nickels I saved last month. I heard you say you wanted some new warm slippers. I hope you will like them. A merry Christmas, mother dear! Love from

Your little girl,  
Rose.

**Spelling Words**

present      bought      nickels      month      Christmas

**Spelling Groups**

for you      I heard      new slippers      mother dear

**Language**

Name all the parts of a letter. Tell where each is written. Tell about the capitals. Tell about the commas and periods. Find the name of a holiday. How written? Find an exclamation mark. Why used?

**A Christmas Note.****(Original.)**

Write a letter to go with your Christmas present to your mother. Tell her all about it. Wish her a merry Christmas. Put in a word of love.

**LESSON 52.**  
**A Christmas Note.**  
 (Copy.)

Christmas Eve.

My dear Sister,

Now my Christmas secret is out. Now you know what mother and I were whispering about. I was busy a long time making this sewing basket for you. I know it will be useful, sister dear. A merry Christmas to you!

From your loving sister,  
 Grace.

**Spelling Words**

Christmas    secret    whispering    sewing    basket    useful

**Spelling Groups**

out *now*    you *know*    for you    will *be*    sister *dear*

**Language**

What mark separates *sister dear* from the rest of the sentence? Find an exclamation mark. Why used?

**A Christmas Note.**  
 (Original.)

Write a Christmas letter to your brother or sister to go with a present you made.

**LESSON 53.**  
**A Christmas Note.**  
 (Copy.)

Dear Brother Tom,

Didn't you want a blue necktie? Here are two. I am old enough now to buy my own Christmas presents. I think it's fun. I earned the money on the paper route I had. A merry Christmas from

Your little brother,  
 Will.

**Spelling Words**

didn't    enough    Christmas    presents  
 earned    money    paper    route

**Spelling Groups**

*blue* necktie    *here are two*    to *buy*    my *own*

**A Letter.**  
 (Original.)

Write a Christmas letter to your brother or sister. Tell about your Christmas present. Put in greetings and best wishes.

**LESSON 54.**  
**A Family of Dolls.**  
 (Copy.)

Santa Claus brought May Smith a whole family of dolls. There were big ones and little ones. One was dressed in blue.

One was dressed in pink. Another was dressed in white. Little May liked her blue doll the best. She called her Grace. The pink one she named Alice. Dainty was the name she gave the white one.

### Spelling Words

Santa Claus      family      Grace      Alice      Dainty

### Spelling Groups

*whole family      there were      one was dressed*

### A Family of Dolls.

(Reproduction.)

Tell what Santa Claus brought May. How were the dolls dressed? Which did May like best? Tell what names she gave them.

### LESSON 55.

#### A Christmas Note of Thanks.

(Copy.)

Dec. 27, 1912.

Dear Aunt Susie,

Many thanks for the pretty Christmas present you sent me. It was just what I wanted. Did a little bird whisper my wish in your ear? Santa was very good to me this year. Was he good to you? Love from us all and wishes for a happy New Year.

Your loving niece,  
May.

### Spelling Words

Christmas      present      whisper      Santa      New Year      niece

### A Letter.

(Original.)

Write a letter of thanks to an aunt or uncle for a Christmas present received. Close with love and good wishes.

### LESSON 56.

#### A Christmas Note of Thanks.

(Copy.)

Dec. 30, 1912.

Dear Hazel,

I want to thank you for your pretty little Christmas gift. It came two days before Christmas, but I did not open it until Christmas Eve. I like things made by hand. Did you have a merry Christmas? And was old Santa good to you? Love and best wishes for a happy New Year.

Your loving friend,  
May.

### Spelling Words

Hazel      Christmas Eve      merry      Santa      New Year

### Spelling Groups

*two days      by hand*

## A Letter of Thanks.

(Original.)

Write a note of thanks to a little friend for a Christmas gift received. Say something about the gift. Say something about Christmas. Send love and best wishes for a happy New Year.

## LESSON 57.

### A New Year's Invitation.

(Copy.)

Dec. 28, 1910.

My dear Cousins,

Don't you all want to come to our house New Year's Eve? We are going to see the Old Year out and the New Year in. We are going to play games until eleven o'clock. Then we are going to have supper. Each one must bring a horn. At twelve o'clock mother says we may blow our horns and make all the noise we want to. Do come and have a good time with all the other cousins.

Your loving cousin,

Harry.

#### Spelling Words

cousins	don't	New Year's Eve	Old Year	New Year
eleven	o'clock	supper	twelve	noise

#### Spelling Groups

<i>our</i> house	going to <i>see</i>	we <i>are</i>	each <i>one</i>
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#### Language

Name all the parts of a letter. Find the names in the body of the letter written with capital letters. Tell why. Find the words that tell time.

### A New Year's Invitation.

(Original.)

Write a letter to your cousins and invite them to spend New Year's Eve at your house.

**\*QUESTIONS FOR ORIGINAL COMPOSITIONS ON  
RELATED SUBJECTS FOR THE THIRD GRADE.**

**LESSON 22.**

**Our Pets.  
(Original.)**

Have you any pets in your family? How many? Tell what they are and give their names.

**LESSON 26.**

**Our Pussy.  
(Original.)**

Where does your pussy like to sit? Does she like to be clean? How does she keep her fur? Does she like to see you when you come home from school? What do you give her to drink? Have you a pet bird? Where do you keep him? Does your pussy like to go near him?

**LESSON 27.**

**Bird Friends.  
(Original.)**

Did birds ever build a nest in a tree in your garden? Did you feed them or give them water to drink? Did they sing? Did you learn to love them?

**LESSON 29.**

**A Rainbow.  
(Original.)**

Did you ever see a rainbow? When and where? Tell about it. What colors did you see in it?

**LESSON 30.**

**A Garden.  
(Original.)**

Have you a garden? Who has a garden? Are there pretty flowers in it? Are there any trees in it? Do you like to be in the garden?

**LESSON 33.**

**In the Country.  
(Original.)**

Do you go to the country sometimes? When do you go? Where do you go? What do you do there? Do you like the country better than the city?

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\* Numbers refer to lessons in the body of the text.

**LESSON 34.****Pretty Pansies.****(Original.)**

Have you ever picked a bouquet of pansies? Tell about the faces in the lovely velvet flowers? Do butterflies make you think of pansies? Why?

**LESSON 38.****A Visit to .....****(Original.)**

What relatives or friends live in the country? When did you visit them last? What animals have they?

**LESSON 40.****..... and His Pet Dogs.****(Original.)**

Can you tell a story about a boy or girl who had one or more pet dogs? Tell where he or she lived. Was it in the country or the city? Tell the names of the dogs. What tricks could they do? Did they take good care of their little master or mistress?

**LESSON 43.****A Gentle Cow.****(Original.)**

Who has a gentle cow? What is her name? What does she do all day? Who gets her at night? Who milks her? What do they do with the milk?

**LESSON 45.****My Rowboat.****(Original.)**

Do you live near a lake or river? Can you row? Have you a boat? How many can sit in your boat? Whom do you take for a boatride? What is the name of your boat?

**LESSON 47.****A Pretty Garden.****(Original.)**

Who has a pretty garden? In spring what flowers are in bloom? In summer? In the fall?

**LESSON 51.****Once a Country Boy.****(Original.)**

Were you ever a country boy? Tell what you learned in the school out of doors.

**LESSON 51.**  
**A Country Boy.**  
 (Original.)

Do you know a country boy? What does he know about flowers and birds and bees?

**LESSON 52.**  
**A Hayride.**  
 (Original.)

Did you ever have a hayride? When and where? Who was driving the wagon? Who helped you get on top of the hay? Was it fun?

**LESSON 54.**  
**A Little Plant.**  
 (Original.)

Tell of a little violet or pansy plant that wanted to be a vine or a tree. Tell of what use it was and what made it glad. What was the end of the little plant?

**LESSON 58.**  
**Playing School.**  
 (Original.)

Do you ever play school? Who plays with you? Where do you play school? Have you a blackboard and chalk? What else do you write with? What books do you use? What lessons do you have? When do you play?

**LESSON 60.**  
**Busy Creatures.**  
 (Original.)

There are many busy creatures in this world. What do the bees have to do? The ants? The birds? The squirrels? Different kinds of dogs?

**LESSON 63.**  
**Tame Rabbits.**  
 (Original.)

Have you ever had tame rabbits for pets? What kind of home did you give them? What did you feed them? Did you like to have them for pets? Why?

**LESSON 65.**  
**The Busy Wind.**  
 (Original.)

Have you ever been out in a strong wind? What did it do to you? What did it do to the other children? Have you ever watched the busy wind from your window? What did you see it do?



**LESSON 67.****At the Seashore.****(Original.)**

Have you ever been to the seashore? Where? Did you take off your shoes and stockings? Did you let the big waves chase you? What did you find on the beach? Did you play on the rocks when the tide was out? What did you find there?

**LESSON 68.****A Doll Party.****(Original.)**

Did you ever go to a doll party? Tell how the different dolls were dressed.

**LESSON 70.****Pussy Buds.****(Original.)**

Have you ever gathered pussy buds? Where? What do the little buds make you think of? What color are the pussy willow flowers later in the season?

**LESSON 71.****A Family of Birds.****(Original.)**

Have you ever watched birds build a nest? Where? How many baby birds were there by and by? Did you see the parents feed them? Did you see the little birds try to fly? What became of them?

**LESSON 73.****A Family of Chicks.****(Original.)**

Have you ever watched a sitting hen? How many eggs were in her nest? How long did she sit? Did you watch any of the little chicks come out of their shells? What did the mother hen teach them to do?

**LESSON 73.****A Brood of Chickens.****(Original.)**

Have you ever seen a brood of chicks? Where? Were they all little yellow downy things? Were some of them black or mixed in color? Tell about their proud mother.

**LESSON 76.****A Birthday Coming.****(Original.)**

When have you a birthday coming? Do you think you will have a party? Who will surely come? Who will not forget?

**LESSON 78.****A Family of Squirrels.****(Original.)**

Have you ever seen a little family of squirrels? Where was their home? How did the mother squirrel take care of her babies? Did she wash them the way Mrs. Pussy does? Did the father squirrel find nuts and acorns for his family? Tell some of the cunning things the little squirrels did.

**LESSON 78.****A Pet Squirrel.****(Original.)**

Did you ever see a pet squirrel in a cage? To whom did it belong? Did the cage have a wheel? Did the squirrel like to go in the wheel? What did the squirrel have to eat and drink?

**LESSON 79.****Learning to Sew.****(Original.)**

Did you ever learn to sew? When? Who taught you? What did you make for your doll?

**LESSON 80.****A Flock of Sheep.****(Original.)**

Have you ever seen a flock of sheep or have you only seen pictures of sheep? Were they all white or was there a black sheep among them? Were there any little lambs? Did they stay near the mother sheep? Who was the shepherd? Was it a man or a boy or a girl? Who helped the shepherd take care of his flock? What did the dog do?

**LESSON 85.****Circus Day.****(Original.)**

Did you ever go to a circus on Saturday? Did you see the parade in the morning? What did you have to do before you could go?

**LESSON 86.****A Pet Horse.****(Original.)**

Can you tell a story you have heard or read about a pet horse? To whom did it belong? Did it like sugar? What else did it like? What would it do?

**LESSON 86.****My First Day on a Farm.****(Original.)**

Tell about your first day on a farm. What did you hear early in the morning? What did you hear and see in the barnyard? What did you hear and see in the barn? Where did you go next? How did you spend the day?

**LESSON 91.**  
**A Week of Fun.**  
**(Original.)**

Tell about a week of fun you once had. Tell what you did every day.

**LESSON 91.**  
**A Week of Fun.**  
**(Original.)**

Tell about a week of fun you would like to have. Tell what you would like to do every day.

**LESSON 95.**  
**Holes in the Ground.**  
**(Original.)**

What animals have you seen peeping out of holes in the ground? Have you seen any dig their holes? Why do dogs dig holes?

**LESSON 102.**  
**Fall and Winter.**  
**(Original.)**

When does school open? What season is this? What is this the time for? Are there any holidays in September? What does November bring? What happens to the leaves on the trees? What holiday comes during this month? When do we have the shortest days and longest nights of all the year? What is the season in December? What are the last holidays of the year?

**LESSON 102.**  
**The New Year.**  
**(Original.)**

What kind of weather do we have in January? Who is around to bite noses and ears, fingers and toes? Do we have wind and rain? How must we dress? What do we need when we go out? What must we have indoors?

**LESSON 102.**  
**Spring and Summer.**  
**(Original.)**

What kind of days does spring bring? What do we hear and what do we see? What season comes with May Day? What kind of weather does summer bring? Tell about our gardens in the summer. What are the birds busy about? Which season do you like best of all? Why?

**LESSON 105.**  
**Popping Corn.**  
**(Original.)**

Do you ever pop corn on rainy days? What kind of fire must you have? What do you use? What do the grains of corn do? Do you like hot popcorn?

**LESSON 106.****A Little Housekeeper.****(Original.)**

Do you help your mother in the house? What do you do in the morning? How do you help her with the meals? What else do you do to help?

**LESSON 107.****Help One Another.****(Original.)**

Tell a story of how one animal helped another. Was the kindness ever returned?

**LESSONS 109 AND 111.****Some Boys and a Dog.****(Original.)**

Do you know a family of boys who have a fine dog? Who are they? What is the name of the dog?

Is he a good playmate? Does he go off on tramps with the boys? Do they take him on hunting and fishing trips? Can he swim? Has he ever saved any one from drowning?

**LESSON 112.****Tadpoles.****(Original.)**

Did you ever keep tadpoles in a jar? Where did you get them? Did you have any plants growing in the jar? Tell how the tadpoles grew and changed. What did they look like when you first got them? What began to grow after awhile? What strange thing happened next? What had the tadpoles changed to?

**LESSON 113.****At the Circus.****(Original.)**

Did you ever go to a circus? Who took you? What did you see in cages? Tell about the elephants. What trained animals did you see in the big tent?

**LESSON 114.****A Mixed Family.****(Original.)**

Have you ever seen a hen with a mixed family of chickens and ducklings? Have you heard or read about such a family? How did the mother hen act when the ducklings went in swimming? Did she get used to this?

**LESSON 115.****A Smart Little Dog.****(Original.)**

Do you know about a smart little dog? To whom does he belong? What tricks can he do? What does his little master give him for doing his tricks well?

**LESSON 116.****A Big Oak.****(Original.)**

Is there a big oak in your garden or yard? Is there one near your home? Is it a strong tree? Is there a swing in it? Do you ever find acorns on the ground under it?

**LESSON 117.****When the Leaves Come Down.****(Original.)**

Tell a story of a leaf that did not want to leave the mother tree. Tell how it came out of a bud in the spring. Tell what kind of dress it wore all summer. Tell when it changed its dress to one of red and gold. What did the wind whisper to it? What did the leaf think about it? What happened at last?

**LESSON 119.****A Kind .....****(Original.)**

Do you know any one who is very kind to animals and birds? Who is he? Does he live in the country or the city? How does he show his love? Do the animals love and trust him?

**LESSON 121.****A Plain Little Bird.****(Original.)**

Do you know another plain little bird that has a pretty voice? Tell a story about its plain dress and its pretty voice.

**LESSON 122.****The Birds That Come and Go.****(Original.)**

What birds in your town or about your home leave in the fall? Have you ever seen them gather in great numbers before starting? Have you ever watched a flock of birds flying south? Did they have a leader? How did they arrange themselves? What birds come to stay about your home in the winter? Tell anything else you know about the going and coming of the birds about your home.

**LESSON 123.****The Moon.****(Original.)**

Have you ever watched the moon? Tell about the silver boat. Where did you see it? What did you think about it? Did you watch it sail away?

Tell about the full moon. Where does it rise? How does it travel through the sky?

## QUESTIONS FOR ORIGINAL COMPOSITIONS ON SUBJECTS RELATED TO HOLIDAY COMPOSITIONS FOR THE THIRD GRADE.

### LESSON 2.

#### My Christmas Vacation.

(Original.)

Tell how you spent your Christmas vacation. What did you do the first week to get ready for Christmas? What happened Christmas Eve? What good things did Christmas Day bring? What did you do the rest of vacation?

### LESSON 3.

#### A Log House in the Woods.

(Original.)

Did you ever see a log house in the woods? Where? How many rooms did it have? Were there any windows or doors? Did it have a chimney? Who lived in it?

### LESSON 5

#### Valentines at School.

(Original.)

Tell of St. Valentine's day at your school. Did the children make or buy their valentines? Who collected them? How were they given out?

### LESSON 6.

#### Valentines by Mail.

(Original.)

Do you ever get any valentines by mail? Do you know from whom they came? Does the postmark tell? Do you send any valentines by mail? To whom? Where?

### LESSON 9.

#### A Country Boy.

(Original.)

Do you know a boy who has the life out of doors that George Washington had? Does he live on a big farm near a river? Does he go rowing and swimming? Does he take long rides? Does he go to a country school?

### LESSON 11.

#### Playing Soldier.

(Original.)

Do you ever play soldier? With whom? Who is captain? What do you march to? Do you have any music besides?

**LESSON 13.**  
**Spring Vacation.**  
**(Original.)**

Did you ever go to the country during the spring vacation? What did you see? What did you hear? What did you do? How did it make you feel?

**LESSON 23.**  
**Easter Chicks.**  
**(Original.)**

Can you tell a story about some Easter chicks? When were they hatched? Whose Easter gift were they?

**LESSON 24.**  
**Easter Windows.**  
**(Original.)**

Tell about some of the Easter windows. What are they full of? Tell about the pretty Easter toys and eggs.

**LESSON 30.**  
**A Fine Fourth.**  
**(Original.)**

Where were you on the Fourth of July this year? What did you do? What did you see and hear?

**LESSON 31.**  
**The Ninth of September.**  
**(Original.)**

Where did California have her birthday party this year? Tell what you can about it.

**LESSON 32.**  
**Hallowe'en.**  
**(Original.)**

What did you do on Hallowe'en? Where did you go? What did you play? What did you do out of doors? What did you play indoors?

**LESSON 34.**  
**One Little Pumpkin.**  
**(Original.)**

Let one little pumpkin tell its story.

**LESSON 35.**  
**One Big Pumpkin.**  
**(Original.)**

Let one big pumpkin tell its story.

**LESSON 36.**  
**A Hallowe'en Kitten.**  
 (Original.)

Let the kitten tell its story.

**LESSON 37.**  
**Thanksgiving Day.**  
 (Original.)

Tell why you like Thanksgiving Day.

**LESSON 44.**  
**Christmas Is Coming.**  
 (Original.)

Are you glad that Christmas is coming? Why? Are the mothers and sisters busy at home? What are they doing? Can the boys help?

**LESSON 45.**  
**A Little Santa Claus.**  
 (Original.)

Playing Santa Claus is sending a present to some one and not letting him know who did it. Did you ever play Santa Claus? To whom? What did you do?

**LESSON 45.**  
**Christmas Money.**  
 (Original.)

Do you know of some boy who worked to earn some money for Christmas? Tell what he did with it.

**LESSON 49.**  
**A Row of Stockings.**  
 (Original.)

Tell about a row of Christmas stockings. What was in yours? What was in the others?

**LESSON 54.**  
**A Family of Dolls.**  
 (Original.)

Tell about your family of dolls. Tell their names and when you got them. Tell how each is dressed. Which do you like best?



## \*INDEX OF LESSONS IN COMPOSITION, LANGUAGE, AND SPELLING FOR THE THIRD GRADE.

### Six Introductory Lessons in Composition for the Teacher.

- Lesson I. To introduce the composition idea and to write sentences in succession.
- Lesson II. To teach about the title of a composition.
- a. Position of title on line.
  - b. Capitalization and punctuation.
- Lesson III. Review.
- Lesson IV. To teach that a sentence begins with a capital.
- Lesson V. To teach that a sentence that tells something ends with a period.
- Lesson VI. To teach margin and wider margin for first line. Review.

### LESSONS IN THIRD GRADE TEXT PROPER.

- Lesson 1. My Dog. (Copy.) (3.)
- Lesson 2. My Bird. (Copy.) (3.)
- Lesson 3. A Garden. (Copy.) (4.)
- Lesson 4. My Cat. (Copy.) (5.)
- Lesson 5. Our Horse. (Copy.) (To begin dictation work.) (4.)
- Lesson 6. My Backyard. (To teach the use of *I*.) (4.)
- Lesson 7. Our Tree. (To teach the use of *there is*.) (4.)
- Lesson 8. Sentences. Fill blanks with *I*.
- Lesson 9. Sentences with *there is*. Change *there is* to *there was*.
- Lesson 10. The Park. (To teach capitalization of the name of a day of the week.) (5.)
- Lesson 11. Sentences with names of days of the week. (To review the use of *I*.)
- Lesson 12. Sentences with names of the days of the week. (To review the use of *I*.)
- Lesson 13. Review.
- Lesson 14. Little Grace. (To teach the capitalization of the name of a person and the use of *to*.) (To review capitalization of a name of a day of the week.) (6.)
- Lesson 15. Spelling groups with *to*.
- Lesson 16. The Canary. (To use the words, *here* and *sun*.) (To review the capitalization of the name of a person and the use of *to*.) (8.)

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\*The numbers in parenthesis marks indicate the number of sentences in each composition.

- Lesson 17. Willie and John. (To teach the capitalization of the important words of a title and to use *there are* and *they*.) (To review the use of *to*.) (7.)
- Lesson 18. Willie and John. (To begin reproduction work and to teach the question and the use of the question mark.)
- Lesson 19. Sentences with *there are*. (To teach the use of *two*, *few*, *some*, and *many*.)
- Lesson 20. Sentences with *there were*.
- Lesson 21. Questions to be answered. (Each answer to begin with *there are*.)
- Lesson 22. Our Pets. (To teach the capitalization of the name of an animal and to use *our*.) (To review the use of *there is* and *there are*.) (7.)
- Lesson 23. Groups of words with *our*.
- Lesson 24. Sentences with *are*.
- Lesson 25. Sentences with *are* and *our*.
- Lesson 26. Our Pussy. (To review the words, *by*, *to be*, *fur*, *see*, *our*, *sun*, and *knows*.) (9.)
- Lesson 27. Pet Birds. (To review the words, *there is*, *our*, *two*, *threw*, *ate*, *one*, *to*, *sun*, and *own*.) (7.)
- Lesson 28. Sentences with *own*.
- Lesson 29. The Rainbow. (To review the words, *there* and *one*.) (6.)
- Lesson 30. A Garden. (To use the word, *week*.) (To review *there are*, *two*, and *see*.) (5.)
- Lesson 31. Groups of words with *and*.
- Lesson 32. Sentences with the word, *week*. (To review capitalization of the names of people and the days of the week.)
- Lesson 33. In the Country. (Review of *one*, *two*, and *to*.) (6.)
- Lesson 34. A Pansy with Wings. (To use *here* and *there* and *dear*.) (To review the words, *some* and *for*.) (5.)
- Lesson 35. Sentences with *here* and *there*.
- Lesson 36. A Dog and His Shadow. (To use *piece* and *meat*.) (To review *own*.) (6.)
- Lesson 37. Numbers one to five in groups. (To use the words, *piece* and *meat*.)
- Lesson 38. A Visit to Uncle George. (To teach the use of *their*.) (To review the capitalization of the name of a person.) (7.)
- Lesson 39. Spelling groups with *their*.
- Lesson 40. Sentences with *their*. (To fill in the blanks.)
- Lesson 41. May and her Pet Dogs. (To use *any one*.) (To review the capitalization of the name of an animal and to use *no* and *their*.) (9.)

- Lesson 42. Sentences with *any one, some one, no one, and every one.*
- Lesson 43. The Cows. (To use the word, *for.*) (To review the words, *to* and *some*, and the capitalization of the names of persons.) (6.)
- Lesson 44. Sentences with *for* and *four.* (To use words, *some, off, to, and eight.*)
- Lesson 45. The Rover. (To review *their, for, there is*, and the names of persons.) (7.)
- Lesson 46. Sentences with *there is.*
- Lesson 47. A Pretty Garden. (To use the names of the seasons and the names of the colors, *red, blue, green, yellow, and orange.*) (8.)
- Lesson 48. Sentences with names of the seasons. (To review the use of *I, there are, there is, to*, and the question mark.)
- Lesson 49. The Seasons. (To teach the capitalization of the months of the year.) (To review the names of the seasons.) (5.)
- Lesson 50. The names of the months of the year.
- Lesson 51. The Barefoot Boy. (To use the words, *knows* and *are.*) (8.)
- Lesson 52. A Hayride. (To teach the capitalization of a title with a name. (To review the words, *for, off, see, and two.*) (7.)
- Lesson 53. Groups of words. Titles with capitals and without.
- Lesson 54. A Little Plant. (To use the words, *no, to, be, tree, sun, and blew.*) (10.)
- Lesson 55. The Vain Bluejay. (To use the words, *some, one, found, and their.*) (6.)
- Lesson 56. Sentences with *found.*
- Lesson 57. Sentences. (Review of the words, *our, new, know, meet, road, by, here, two, their, and great*, use of the question mark and of a title without a name.)
- Lesson 58. Playing School. (To fill in blanks with *their.*) (To review the words, *to, here, write, some, read*, and the capitalization of the names of persons.) (14.)
- Lesson 59. Sentences with *read* and *write.*
- Lesson 60. Busy People. (To use *there are, have to, earn, for, and raise.*) (10.)
- Lesson 61. Sentences with *have to.*
- Lesson 62. Questions with *have to.*
- Lesson 63. The Wild Rabbits. (To use *great, there are, here, fur, own, two, and for.*) (8.)
- Lesson 64. Sentences with *great.*
- Lesson 65. The Busy Wind. (To use the words, *sea, sail, and sails.*) (12.)

- Lesson 66. Sentences with *sea, sail, and sails*.
- Lesson 67. At the Seashore. (To review the words, *to, off, and their*, and the names of the seasons.) (6.)
- Lesson 68. A Doll Party. (To use *hair and wore*.) (To review *one, blue, their, few, some, and many*.) (11.)
- Lesson 69. Sentences with *wear and wore*.
- Lesson 70. Little Pussy Willow. (To use *they are, fur, and knows*.) (6.)
- Lesson 71. The Little Family. (To give practice in writing *there were* and *they were*.) (7.)
- Lesson 72. Sentences with *there were* and *they were*.
- Lesson 73. A Family of Chicks. (To introduce the phrase *one by one*.) (To review *there were* and *they were*.) (10.)
- Lesson 74. Sentences with *one by one*.
- Lesson 75. Sentences with *taught* and *learned*.
- Lesson 76. A Birthday Coming. (To use *knew, going to, dear, there, would, be, no, and one*.) (8.)
- Lesson 77. Groups of words with Mr. and Mrs. (To teach abbreviations.)
- Lesson 78. A Home in the Old Oaktree. (To review the use of *their, they, and Mr. and Mrs.*) (12.)
- Lesson 79. Learning to Sew. (To use *sew and course*.) (To review *blue, for, piece, one, and some*.) (8.)
- Lesson 80. A Little Shepherd Boy. (To introduce the phrase, *once upon a time*.) (To review the use of *there was* and *to* and the capitalization of names of persons and animals.) (12.)
- Lesson 81. Sentences beginning with *once upon a time*. (To review the use of *there was, there were, to, many, some, and a few*.)
- Lesson 82. The Man and the Goose. (To use the phrase, *once upon a time*.) (6.)
- Lesson 83. Groups of words with *o'clock*.
- Lesson 84. Sentences with *o'clock*. (To review the words, *see, our, and some*, and the capitalization of days of the week and names of persons.)
- Lesson 85. A Busy Saturday Morning. (To review words, *there, were, own, heard, and by*.) (11.)
- Lesson 86. A Pet Colt. (To review the words, *fond, week, some, for, heard, and to*, and the capitalization of the days of the week.) (8.)
- Lesson 87. His First Day on a Farm. (To use words, *heard, hear, by, their, be, off, for, new, and two*.) (13.)
- Lesson 88. Sentences with *hear*.
- Lesson 89. Word groups with *o'clock* and *half past*.

- Lesson 90. Questions with the word *hour*.
- Lesson 91. A Whole Week of Fun. (To use *there, to be, no, one, week, they were, for, their, see, half past, two, whole, their, and own.*) (14.)
- Lesson 92. Word groups with *whole*.
- Lesson 93. Sentences with *past*.
- Lesson 94. Sentences with *passed*.
- Lesson 95. Holes in the Ground. (To review *their, knows, some, they, great, for, and own.*) (10.)
- Lesson 96. The Story of the Pot of Gold. (To review *once upon a time, there, found, no, one, hole, know, one by one, and pieces.*) (12.)
- Lesson 97. Questions with *where*.
- Lesson 98. Sentences with *where* and *were*.
- Lesson 99. The Cat and the Monkey. (To review *once upon a time, there were, some, one by one, ate, and they were.*) (10.)
- Lesson 100. Words *first to twelfth*, also numbers *1st to 12th*.
- Lesson 101. Sentences with the names of the months of the year. (Fill in blanks with words of Lesson 100.)
- Lesson 102. The Months of the Year. (To review the words, *our, week, here, and know*, the writing of the names of the seasons, and the capitalization of the months of the year and persons.) (13.)
- Lesson 103. The months and their abbreviations.
- Lesson 104. Dates.
- Lesson 105. Popping Corn. (To review the capitalization and punctuation of title and sentences.) (8.)
- Lesson 106. A Little Housekeeper. (To use *now, two, whole, one, there, were, buy, for, road, meet, knew, and dear.*) (12.)
- Lesson 107. The Lion and the Mouse. (To use *some, lay, laid, one, and going to.*) (8.)
- Lesson 108. Questions with *going to*.
- Lesson 109. The Snow Boys and Prince. Part I. (To review the words, *to, one, there were, here and there, through, fond*, and the capitalization of the names of persons, titles, and animals.) (13.)
- Lesson 110. Sentences with *threw*. (To review the capitalization of the names of persons, Mr. and Mrs., and the use of the question mark.)
- Lesson 111. The Snow Boys and Prince. Part II. (To review the words, *week, meet, know, and their*; the capitalization of the days of the week and the months of the year; and the use of the question mark.) (13.)

- Lesson 112. My Pond. (To review the use of the words, *our*, *there* *is*, *some*, and *off*.) (13.)
- Lesson 113. At the Circus. (To use *their*, *see*, *were*, *one*, *hear*, and *here*.) (13.)
- Lesson 114. A Queer Family. (To review the use of *there* *was*, *to*, *some*, *own*, *one*, and *Mrs*.) (14.)
- Lesson 115. Bessie and Spot. (To review the use of the words *to* and *know* and the capitalization of the names of persons and animals.) (13.)
- Lesson 116. The Oaktree. (To use the words, *some* and *wood*.) (10.)
- Lesson 117. The October Party. (To use the words, *new*, *worn*, *their*, *they*, *through*, *bare*, and *here*.) (9.)
- Lesson 118. Sentences with *through*.
- Lesson 119. A Kind Old Man. (To review *once upon a time*, *there*, *one by one*, *they*, *threw*, *here* and *there*, and *through*.) (9.)
- Lesson 120. Sentences with *threw* and *through*.
- Lesson 121. The Song of the Thursh. (To use the words, *their*, *blue*, and *plain*.) (11.)
- Lesson 122. The Going and Coming of the Birds. (To use the words, *there*, *some*, *their*, and *there*.) (11.)
- Lesson 123. The Moon. (To use the words, *two*, *weeks*, and *there*.) (12.)

## \*INDEX OF HOLIDAY COMPOSITIONS AND NOTES FOR THE THIRD GRADE.

- Lesson 1. A New Year's Letter. (To teach the parts of a letter, the capitalization of the names of holidays, and to use the words, *going to* and *know*.) (6.)
- Lesson 2. My Christmas Vacation. (To review the capitalization of the names of holidays and to use the words, *I*, *week*, and *found*.) (7.)
- Lesson 3. When Lincoln Was a Boy. (To review the capitalization of the names of persons and to use the words, *one*, *there*, *were*, *read*, *write*, *no*, and *taught*.) (9.)
- Lesson 4. Sentences with *read*, *write*, *learn*, and *taught*.
- Lesson 5. Valentines at School. (To review expressions of time and to use the words, *week*, *their*, and *one*.) (8.)
- Lesson 6. Valentines From Home. (To use the words, *road*, *meet*, *knew*, *for*, *would*, and *know*.) (7.)
- Lesson 7. Sentences with *road*, *meet*, *knew*, *four*, and *know*.
- Lesson 8. Sentences with *rode*, *meat*, *new*, *for*, and *no*.
- Lesson 9. Little George Washington. (To use the words, *learned*, *here*, *read*, and *write*.) (12.)
- Lesson 10. Sentences with the words, *here*, *learn*, *read*, *write*, and *taught*.
- Lesson 11. A Fine Soldier. (To review the capitalization and punctuation of title and statements and to use the word, *some*.) (6.)
- Lesson 12. An Invitation for Washington's Birthday. (To teach the parts of a letter.) (To review the capitalization of the names of holidays and titles with names, the use of the question mark, and to use the words, *going to*, *for*, *own*, *eight*, and *o'clock*.) (7.)
- Lesson 13. Spring Vacation. (To review the capitalization of the names of holidays and seasons and to use the word, *week*.) (6.)
- Lesson 14. Sentences with the names of seasons and holidays.
- Lesson 15. A Note of Thanks for an Invitation. (To review the parts of a letter, the writing of the names of seasons, and the use of the words, *know* and *now*.) (4.)
- Lesson 16. An Invitation to a Picnic. (To review the capitalization of the names of days, persons, and of titles, expressions of time, the use of the question mark, and the words, *are*, *going to*, and *for*.) (8.)

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\*The numbers in parenthesis marks indicate the number of sentences in each composition.

- Lesson 17. A Letter of Thanks for a Pleasant Vacation. (To review the capitalization of special names and to use the words, *dear*, *meet*, and *see*.) (9.)
- Lesson 18. A Note of Invitation. (To use the words, *going to*, *for*, and *wear*.) (4.)
- Lesson 19. An Invitation to an Egg-hunt. (To use the words, *dear*, *going to*, *for*, *to be*, *one*, and *wear*.) (6.)
- Lesson 20. An Easter Greeting. (To review the parts of a letter and the capitalization of the names of holidays.) (2.)
- Lesson 21. An Easter Note. (2.)
- Lesson 22. A Letter to Mrs. Bunny. (To teach the word of address and punctuation and to use the words, *some*, *for*, *red*, and *blue*.) (6.)
- Lesson 23. Easter Chicks. (To review the capitalization of names of holidays and to use the words, *one*, *found*, *there*, and *heard*.) (7.)
- Lesson 24. Easter Toys. (To review the capitalization of names of holidays and to use the words, *week*, *some*, *there*, and *were*.) (10.)
- Lesson 25. A Letter About Easter. (To use the words, *sent*, *which*, *one*, *own*, *there were*, and *good by*.) (9.)
- Lesson 26. A Letter about Easter. (To use the words, *know*, *would*, *our*, *there were*, and *dear*.) (7.)
- Lesson 27. A Glad May Day. (To review the capitalization of special names and to use the words, *their* and *one*.) (8.)
- Lesson 28. May Day Invitation. (To use the words, *our*, *going to*, *be*, *two*, *o'clock*, and *see*.) (5.)
- Lesson 29. A Letter of Thanks for a Pleasant Vacation. (To use *be*, *for*, *some*, and *dear*.) (5.)
- Lesson 30. The Fourth of July. (To use *our* and *there are*.) (7.)
- Lesson 31. The Ninth of September. (To use *two*, *found*, *here*, *by*, and *sea* and to review dates and the capitalization of places.) (8.)
- Lesson 32. Hallowe'en. (8.)
- Lesson 33. Sentences with the names of months and holidays and with dates.)
- Lesson 34. Five Little Pumpkins. (To use *our*, *see*, *two*, *their*, *here*, *are*, and *be*.) (To review capitalization of the names of holidays.) (9.)
- Lesson 35. A Pumpkin Story. (To use *there* and *their*.) (To review capitalization of names of persons and holidays.) (9.)
- Lesson 36. A Hallowe'en Kitten. (To use *there* and *new*.) (12.)
- Lesson 37. Thanksgiving Day. (To use *their* and *know*.) (6.)



Lesson 38. Than			e
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Lesson 50. A Christmas Note. (3.)			
Lesson 51. A Christmas Note. (To review the parts of a letter, the use of the exclamation mark, and the words, <i>for, heard, new, and dear.</i> ) (5.)			
Lesson 52. A Christmas Note. (To review the use of the exclamation mark and the words, <i>now, know, for, be, and dear.</i> ) (5.)			
Lesson 53. A Christmas Note. (To use the words, <i>blue, here, are, two, buy, and own.</i> ) (5.)			
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Lesson 55. A Christmas Note of Thanks. (To review the capitalization of the names of holidays.) (6.)			
Lesson 56. A Christmas Note of Thanks. (To use words, <i>two</i> and <i>by.</i> ) (6.)			
Lesson 57. A New Year's Invitation. (To review all the parts of a letter, the use of capital letters for names of holidays, expressions of time, and the words, <i>our, see, are, and one.</i> ) (7.)			



